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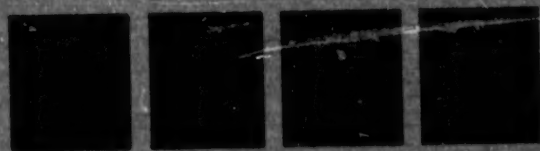
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ABSTRACT

School visits, school records, and direct contact were used to study dropouts and potential dropouts. Results indicated that the two groups were similar. Both had a high percentage with at least average ability; they were nonparticipants in school activities, tended not to like school, and felt that the schools were too large and had no interest in them. Dropouts had higher rates of absenteeism and failure than potential dropouts. Both groups desired a curriculum which would prepare them for an occupation, although 61% of the dropouts were in the general curriculum when they left school and only 6% in occupational programs. Of the potential dropouts, only 7% preferred the general curriculum but 40% felt that the school was not meeting their needs. As a result of the study, recommendations were made and programs proposed. (JD)

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OPERATION



Dropout Identification, Rehabilitation, and Education

A Report of the Study and Findings

Prepared for:

Board of Education
Prince George's County
Upper Marlboro
Maryland

Prepared by:

Educational Service Bureau, Inc.
2201 Wilson Boulevard
Arlington, Virginia

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Prepared for:
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September 30, 1966

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An undertaking of the size and scope of this study could not be brought to a successful conclusion without the cooperation and interest of many individuals in addition to the project staff.

Acknowledgements are made to all those members of the administrative staff of the Prince George's County Schools who were involved in this project, the administrators, guidance counselors, librarians, and teachers in the schools, the students in the schools, and those former students and their parents who participated, through interviews, in the study.

Additional acknowledgements are also made to the many community-minded citizens contacted by the staff. These individuals gave generously of their time and knowledge to help further the successful conclusion of this project. Many of these people represented agencies and organizations visited by members of the Project DIRE staff during the summer of 1966:

Prince George's County Chamber of Commerce

Prince George's County Boy's Club

B'Nai Brith

Young Men's Christian Association

Parent-Teachers' Association

League of Women Voters

Catholic Youth Organization

Prince George's County Association for Mental Health, Inc.

Prince George's County Association for Retarded Children, Inc.

Physical Education Supervisor, Prince George's County
Secondary Schools

Prince George's County Public Library System

Prince George's County Parole and Probation Office

Prince George's County Economic Development Committee

Welfare Board

Police Department

Prince George's County Recreation Department

Department of Parks, Prince George's and Montgomery Counties

Mental Health Clinic, Prince George's County Hospital

Prince George's County Health and Welfare Council

State Employment Commission, Hyattsville

Prince George's County Mental Health Study Center

Many other groups were contacted and information obtained by mail or telephone, although lack of time for all parties made it impossible to schedule visits and conferences in depth.

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CHAPTER I

INTRODUCTION

The statement of the nature of the study is best expressed in the definition of the problem contained in the application for the grant to conduct the study. "At present, in the Prince George's County, there are more than one thousand children of school age who are not receiving any instruction, public or private. These children generally fall into three broad categories.

1. Children who have been professionally diagnosed as too emotionally disturbed to be in a regular classroom, and for whom there is, at present, no adequate educational program provided.
2. Children who have exhibited such severe adjustment problems that they have been placed on 'indefinite suspension' from classes, or have already dropped out of school.
3. Children who have shown a lack of interest in and a lack of ability to grasp the present educational programs and thus have dropped out of school.

In addition, there are children who are presently attending classes in the regular public schools, who are essentially marking time in programs which are not geared toward their particular needs, and who, statistics show, will not remain in school to complete their education."

The title of the project - DIRE, stems from the initial letters of "Dropout-Identification, Rehabilitation, and Education." This title clearly outlines the focus of the study.

The Board of Education of Prince George's County, in consultation with their administrative staff and research committees decided to utilize the services and facilities of the Educational Service Bureau, Inc. of Arlington, Virginia, an organization of education specialists, to conduct the study. In so doing, the Board was seeking an objective analysis of the problem, as well as the resources of trained specialists in the areas of concern.

This report presents a statement of the procedures and methods employed, a summary of facts obtained about the community, the schools, the professional staff, the students in school and students who withdrew from school. From the facts and impressions derived from these sources, an analysis of problems and needs was made with regard to students who leave school and who are likely to leave school.

The final sections of the report then present the recommendations for new or revised programs to meet the needs identified by the study, and (in two appendices) formulate these programs into specific units for operational or pilot program grants, with proposed budgets for an initial year of operation for each component unit.

The total group of recommendations is best considered as an integral package, however, the needs identified are so compelling, and the numbers of students involved so large (because of the size of the county), that large strides must be made.

For a substantial number of students, personified by the dropouts and potential dropouts studied, the schools are not currently providing a realistic program, as the data in the report will indicate.

CHAPTER II

APPROACH TO THE STUDY

A study of the size and magnitude of Project DIRE requires, as a first step, a determination of the most appropriate and effective means for studying the problems and collecting and analyzing data. A research pattern was developed as the result of many staff conferences during which many suggested techniques were offered and discussed.

The first step in developing data for Project DIRE included a review of the associated and related literature as well as of other research studies performed in the field. This was done to develop wider understanding of techniques and data needed and to meet the stated objectives of Project DIRE. The analysis of these related studies is found in another section of this report and in a sense has formed part of the foundation for this study.

Analysis of previous studies related to the dropout or early school leaver revealed that various techniques were used and provided a means to develop a general pattern. A more critical analysis of these techniques revealed that in some measure, each approach lacked a completeness needed for Project DIRE. The Project DIRE staff carefully reviewed these techniques and proposed to develop a group of activities believed to be more suitable to the needs of the study and objectives of the study and more likely to reveal the type of data required for this purpose.

The study included not only the youngster who had already left school and the youngster who was not receiving a complete education because

of emotional or behavioral problems, but also the youngster identified as a potential dropout.

The complete approach to the study was then decided and is included in the following list:

SCHEDULE OF STAFF ACTIVITIES

1. Survey the literature to determine what had been done previously and what others have tried.
2. Visit principals and counselors in secondary schools, study their existing programs and collect information on counseling, special provisions in academic areas, work-oriented courses, identification of potential dropouts, skill-building help, etc.
3. Visit Headstart and Brentwood after-school programs to observe their operation, scope and effectiveness.
4. Identify and interview potential dropouts.
5. Assemble all available material on dropouts from school records.
6. Interview a substantial sample of recent dropouts.
7. Interview students who have been placed in special groups because of behavior problems.
8. Collect information about other federally sponsored programs being planned or in operation, which could relate to this study.
9. Survey county social and economic structure.
10. Meet with representatives of community organizations to determine their readiness to cooperate in a program aimed at dropouts.
11. Analyze information collected.

12. Confer on preliminary findings with administrators and advisory committee of Prince George's Board of Education.
13. Write and submit report of findings and recommendations.
14. Develop proposals for new grants to plan and implement specific programs as recommended.

This schedule was also discussed with the DIRE Committee of the Prince George's Board of Education and some minor alterations were made. In essence, the schedule indicated the scope and nature of the study and the scope and nature of the type of data to be established.

In the area of related literature and related research, the most suitable technique, of course, is to compile a bibliography of related research and then read each study. In reading the study, analysis is made of the methods used, data collected, and findings of the study. These analyses were performed by the Project DIRE staff and are summarized in the section of the report, "Related Studies."

On the basis of the data collected, it then became necessary for Project DIRE staff to develop a set of criteria for identifying dropouts and characteristics of dropouts. The related research was examined carefully to find those criteria which seem to have the highest incidence of occurrence. These were then listed, examined, and developed into a questionnaire or record sheet¹ to be used for collecting data about Prince George's students who were identified as dropouts or early school leavers for whatever reason.

¹See Appendix D

The related research also indicated some characteristics and criteria for selection of potential dropouts. A listing² of the appropriate criteria and characteristics was then developed and was sent to the administrative personnel at selected senior high schools, junior-senior high schools and junior high schools for their use in identifying these youngsters.

During the process of collecting data on potential dropouts, each secondary (junior high, junior-senior high and senior high) school principal was requested by the Project DIRE staff, in cooperation with personnel of the Prince George's Board of Education, to forward to the staff the folders of all youngsters who had left school during the academic year 1965-66.

At this time, staff members scheduled visits to all the senior high schools, all the junior-senior high schools with the exception of one, and some of the junior high schools in selected areas. These visits were structured to discuss with the principals, the administrative personnel, vice-principals and guidance counselors the nature of Project DIRE, the nature of the school program and the nature of the student population. During visits, members of the team held conferences with the people designated and asked many questions and received responses concerning the nature of the student personnel, enrollment data, the nature of the dropout problem as it existed in that school, specific reasons, attitudes and problems and program offerings in each school.

²See Appendix D.

Conferences held with the guidance personnel were structured to determine the role, function and philosophy of the guidance counselor in the school, to carefully establish the areas of activity of the guidance counselor and to identify the activity of the counselor with regard to the potential dropout and the dropout. In the discussion of problems with such administrative personnel as vice-principals, an attempt was made to determine the approach and attitude of these people toward problems of discipline, programming, understanding of youth, particularly the dropout and the potential dropout, and to obtain from them sufficient information to determine the procedures used and the general philosophy in those areas discussed during the conference.

The team also requested and received in all cases permission to make a brief survey of the facilities of the school, particularly the libraries, the shop areas, industrial arts areas, the home economics areas, business education areas, and to talk to some of the people involved in providing instruction. Again, the purpose of these discussions was to determine more clearly and definitely the nature and scope of the programs offered and the operation of these programs, the nature of the students involved in these programs and any specific items that the team felt were of importance to the purpose and completion of the study.

These visits were not to evaluate the programs or the administrative personnel. The purpose was not to evaluate teachers and teaching techniques nor to determine whether better techniques would be more suited to their programs. The major purpose was to determine the philosophy of the school and the staff toward programs in general and programs specifically

related to young people who are experiencing difficulty in the schools.

At the conclusion of the visit, the team then made arrangements for a follow-up visit to be performed by other members of the staff to talk to some of the youngsters who were identified as potential dropouts. The team members left a set of criteria with the administrative people to be used in selecting youngsters for a visit to be made by a team of special interviewers. The team of interviewers then contacted the school administrative personnel and scheduled a visit, at which time they requested that the school make available to them the permanent or cumulative records of approximately 50 potential dropouts identified by the school against the criteria previously supplied to the school staff. The interview team visited the school, examined the folders, recorded data from these folders onto a form³ and then requested the guidance counselors to schedule interviews at a later date for certain selected potential dropouts.

Much pertinent information and data were obtained and recorded on the interview questionnaire⁴ during the interview sessions with the youngsters selected by the interview team. The data revealed information necessary for better understanding of the potential dropout. Of course, some of the data had to be handled rather carefully because youngsters expressed opinions not necessarily based on facts. Much work was done to separate fact from fiction, or emotional reactions.

³See Appendix D.

⁴See Appendix D.

With regard to the dropout, the staff held numerous conferences to determine the best means and techniques for obtaining data and for analysis of these data. It was decided that a source sheet be developed along lines similar to the source sheet used for the potential dropout. This was accomplished. The staff then proceeded to translate the information from the cumulative record folder of each youngster onto a source sheet for each youngster for data treatment and data analysis.

In addition, staff members then decided to select a sample of the dropouts for direct contact. Contact was established with the sample of youngsters and interviews were scheduled. Data were again recorded on an interview record sheet⁵ and these data are also reported and analyzed in an additional section of this report.

In determining the types of youngsters to be included in the study as dropouts, the staff decided to follow the guidelines established by the Prince George's Board of Education with regard to classification of the reason for the dropout. The following categories were treated as indicated:

W-1 - W-4 - transfers to another district were not counted as dropouts;

W-5 - Special Case - If the youngster was removed because of an emotional disturbance and kept at home and not receiving instruction, the youngster was considered a dropout; if

⁵See Appendix D.

referred to an institution providing some education the youngster was not considered as a dropout;

W-6 - Enlistment or drafted youngsters - These were counted as dropouts and included also in the interview sample;

W-7 - Youngsters who were committed to state institutions were not counted as dropouts and were not included in the interview sample;

W-8 - Over age - These were all counted as dropouts and sampled;

W-9 - Refers to a youngster who is mentally incapacitated. None were reported;

W-10- Physical illness and youngsters who were receiving home instruction were not reported as dropouts. Those who were not receiving home instruction were reported as dropouts and included in the interview sample;

W-11- Refers to a youngster who withdrew from school for economic reasons other than employment and was considered as a dropout;

W-12- Refers to marriage; these were counted as dropouts and sampled;

W-13- Refers to death; these were not counted.

In general, it can be stated that the following criteria were used to establish whether the youngster was a dropout and to be counted or if he was a dropout and not to be counted. Regardless of the school's classified or indicated reasons for withdrawal, if the youngster's education was being continued at home, or elsewhere in a formal way, and as long as it was accredited and accepted by the Board of Education, the young

person was not counted as a dropout. Of the total counted, some youngsters were not included in the interview samples for obvious reasons, that is emotional disturbance, in the military and not within reach, attending corrective schools, and similar situations.

Statistical treatment through computer data analysis were performed on the data recorded in the potential dropout source sheets and interview sheets. These are in the form of standard deviation tables, using a single variable as well as combinations of variables with high probable correlations. The same process was repeated for the dropouts to reveal similar characteristics. The final analysis was an attempt to relate the characteristics of the dropout and the potential dropout.

Turning now to the data obtained during school visits, it was necessary to establish a means of reviewing the data that were collected by the interview team, to analyze the data and to develop some recommendations for the Prince George's County School District. Numerous staff conferences were held to evaluate the data, to evaluate the information obtained from the various administrative personnel and to establish some guidelines for making recommendations. Investigation was also carried on at the same time to determine what had been done in similar school districts faced with similar problems. The Chapter of Related Studies covers the indicators that were developed from this investigation.

The reports were carefully analyzed by all members of the staff each one contributing some information with regard to his area of specialization and then recommendations were formulated. These are included in the Section titled Recommendations. In addition, the staff has developed

in great detail some of these recommendations or proposals for new types of programs, and these individual recommendations may be found in Appendix A of this report.

CHAPTER III

RELATED STUDIES

Characteristics of Dropouts

One of the first tasks of this study was to locate the characteristics of dropouts which have been identified by related studies. One of the most comprehensive lists, and one widely quoted, was prepared by the Michigan Committee on School Holding Power. This committee found that the following inter-related and complex factors are representative of the reasons why youngsters drop out of school:

- Consistent failure to achieve in regular school work.
- Grade level placement two or more years below average age for grade.
- Irregular attendance and frequent tardiness.
- Active antagonism to teachers and principals.
- Marked disinterest in school, with feeling of "not belonging."
- Low scholastic aptitude.
- Low reading ability.
- Frequent changes of schools.
- Non-acceptance by school staff.
- Non-acceptance by schoolmates.
- Friends much younger or older.
- Unhappy family situation.
- Marked differences from schoolmates, in re size, interests, physique, social class, nationality, dress, or personality development.
- Inability to afford the normal expenditures of schoolmates.
- Non-participation in extra-curricular activities.
- Inability to compete with, or ashamed of, brothers and sisters.
- Performance consistently below potential.
- Serious physical or emotional handicap.
- Being a discipline case.
- Record of delinquency.¹

¹Michigan Committee on School Holding Power, Factors Which Identify Potential Drop-outs, A Report Prepared for The Michigan Department of Public Instruction (Lansing: 1960-1961).

The same committee in another publication reports that the average I.Q. of dropouts is only slightly less than that of graduates. They go on to quote a recent study by the U.S. Department of Labor which shows that about 6% of dropouts are above average in ability as compared with about 16% of high school graduates. Further, on a national basis, 53% of dropouts are boys.²

In a compilation of studies of scholastic abilities of dropouts, Ray Warner found that 8.2% of 21,497 such youngsters had I.Q.s of less than 80, 14.5% between 80 and 90, 46.5% between 90 and 109, and 30.7% 110 and above. Using a predicted dropout figure of 7.5 million youngsters for the decade of the 1960's, he estimates we will lose 825,000 youngsters with the potential to complete post-high school vocational-technical programs. This leaves 2,925,000 who would have difficulty fitting into existing technical programs, and for whom there are few special provisions.³

In a study of dropouts done by the Maryland State Department of Education, it was found that approximately 30% of Maryland youth left school before graduation. 49.8% of the dropouts in this study were average or above average in mental ability. Only 17.8% reported leaving

²Lynn M. Bartlett, Questions and Answers about School Drop-outs, A Report prepared for the Michigan Committee on School Holding Power, Published by the Michigan Department of Public Instruction (Lansing: 1963).

³O. Ray Warner, "The Scholastic Ability of School Dropouts," Selected Reports and Statistics on School Dropouts, reprint from School Life, (December 1963 and January-February 1964), Department of Health, Education, and Welfare Publication OE 2-0063 (Washington: U.S. Government Printing Office, 1964) pp. 11-13.

school for lack of scholastic success, 35.3% reported leaving for lack of interest, while in a related statistic, 68.8% reported no participation in school activities. The largest occupation group for parents, 46.4%, was unskilled labor.⁴

A similar study done by the Illinois Department of Public Instruction revealed additional information about dropouts.⁵ In Illinois, it was found that 54% of those students who required more than 8 years to finish elementary school became dropouts, that 2% of students who elect the academic program leave school prior to graduation as compared to 38% of those who elect a general program, that 60% of those who are absent more than 25 days in the last full school year prior to leaving become dropouts, that 60% of those who drop out do so in grades 9 and 10, and 57% are passing all, or all but one subject. With regard to social adjustment, it was found that less than 0.5% were under the jurisdiction of juvenile authorities as delinquents, that most were not active in any community organization, and that more graduates than dropouts have part time employment in high school. When questioned, Illinois dropouts indicated a desire for more counselor-parent-teacher conferences, yet two-thirds reported their parents had not had a single contact with the school.

The graduate and the drop-out have varied back-grounds. Most of the drop-outs come from low socio-economic back-grounds, minority groups, or migrant families. They

⁴The Maryland Commission for Children and Youth, The Out of School, Unemployed Youth, (Baltimore: The Commission, 1963) pp. 6-8.

⁵Robert H. Zeller, The Illinois Follow-up Study of Selected High Schools-Class of 1959, A Report Prepared For the Illinois Department of Public Instruction (Springfield: May, 1962).

frequently come from families which are educationally deficient. The most common denominator seems to be a dislike for schools. Most are retarded in achievement, particularly in reading and mathematics. Drop-outs have a history of failure that extends into other areas as well as in school. The breeding of constant defeat has either killed or severely dampened any ambition or desire to work toward some worthwhile goal.

Kummerlein says that the most common reasons youngsters list for leaving school are: "(1) dislike of school, (2) academic failure, (3) poor social adjustment, (4) need to work because of poor financial situation, (5) pregnancy, (6) marriage, (7) needed at home, and (8) teachers unfair."⁷ He concludes, "Usually the student who drops out lacks both a goal in life and, even more important, an awareness of the probable consequences of his action."⁸

This limited survey of the findings of other studies about dropouts is enough to dispel the stereotype of the greasy haired, ill-kempt, dull witted delinquent which so often comes to mind. A majority of those youngsters who leave school have the ability to be successful in school activities, yet they choose to leave. There is no simple set of answers as to why they leave, although it does appear that dislike for school and a lack of commitment to socially accepted goals drives a large majority to make the final decision not to return.

⁶Ibid.

⁷T. J. Kummerlein and Gordon Jensen, "Working Effectively with Dropouts and Delinquents," School Executives Guide, ed. Prentice Hall Editorial Staff, (Englewood Cliffs: Prentice Hall Co., 1964), p. 589.

⁸Ibid.

In the light of these latter two factors, we now move to see what schools are doing to retain youngsters in school.

School Retention Programs

All of the studies examined for this report indicated that programs to retain youngsters in school are many faceted, and cover the elements of identification, counseling, involvement, and vocational orientation. Kuemmerlein reports a dropout rate for Milwaukee of between 4.5% and 6.5%. Those factors of the school program which he regards as most effective in attaining a low rate are: Nongradedness in the primary grades, effective anti-dropout counseling, enforcement of state school law, and the key role of the classroom teacher. Those special services which he regards as effective in supporting the work of the classroom teacher are: Guidance services, special education, school social work services, department of psychological services, reading improvement services, and the division of municipal recreation. Within the city of Milwaukee, he feels the following services have been effective in dealing with dropouts: Community referral project, in-migrant and transient project, youth incentive project, operation encouragement, student work projects, counseling 18-year olds who fail to return to school, and the student-to-student program.⁹

A study of what Oregon schools could do revealed a number of key practices. It was felt that ability grouping, increased counseling, improved quality of counseling service, combined efforts of counselors,

⁹Kuemmerlein and Jensen, op. cit., pp. 591-603.

teachers, and administrators to make the school more attractive to students, work experience programs, diversified curriculum, extra curricular activities, and an exit interview were among these practices.¹⁰

The Washington, D. C. Board of Education has found that ability grouping as practiced in that city is not an aid to pupil progress through school. These two opposing points of view on this practice leave its effectiveness as an element in school retention open to question.

In a statement on counseling and pupil services, the Maryland State Department of Education recommends one (1) counselor to each 300 students, and one (1) pupil personnel worker to each 2,500 students.¹¹

Milton Shore and Fortune Manning detail an idea in counseling which they feel offers promise in dealing with dropouts.¹² They use as their premise the theory that there are certain situations or crises in a person's life which lend themselves to outside intervention. Dropping out of school is such a crisis situation, and in a study of a small number of dropouts Shore and Manning found them to be receptive to help at the moment they dropped out of school. Follow-up showed those students who had had a crisis interview were doing better than a similar group which had had no help.

¹⁰The Oregon State Department of Education, Potential High School Drop-Outs, a Report Prepared by the Department (Salem: 1962), p. 6.

¹¹The Maryland Commission for Children and Youth, op. cit., p. 14.

¹²Milton F. Shore and Fortune V. Manning, "The School Dropout Situation: An Opportunity for Constructive Intervention," reprint from Federal Probation, (September, 1965).

In their report on Guidance and the School Dropout, the NEA recommends a broad program of counseling services, particularly for the potential dropout and follow-up for the dropout.¹³ The counselor envisioned for this type of program is one with a background of knowledge and skills in the techniques of counseling and of the occupational market.

Other studies and reports reiterate the points brought out above; that to be effective any guidance program must have sufficient counselors who know occupations as well as colleges, and who are able to intervene in the lives of potential dropouts and dropouts at significant times in their school careers. In order for counselors to do their job effectively, however, the literature indicates they must have help. Every report read for this study which made any recommendations stated explicitly, or implied through the breadth of its recommendations, that a varied, flexible curriculum is a prerequisite to retaining a larger number of youngsters in school.

The area of the curriculum receiving the most attention in working with potential dropouts and dropouts is that concerning vocational and occupational training. The National Chamber of Commerce has for a number of years been concerned with vocational education. In a recent publication, it shows a comprehensive relationship between education and life in America. The statistics show that the greater the level of education attained, the greater the participation in life, and by

¹³Daniel Schreiber (ed.), Guidance and The School Dropout, (Washington: The National Education Association, 1964).

inference, the better quality of life which can be expected. In one chart, it is shown, as expected, that school dropouts have lower earnings and a higher rate of unemployment than school graduates.¹⁴ In another publication, The Chamber presents 36 examples of local Chambers of Commerce working with schools and the public to provide better vocational education. One example of such cooperation is reported in a study done by the Pittsburgh Public Schools in which the local chamber assisted in getting an 87% response from business and industry to their portion of the study.¹⁵

The Pittsburgh study found that while only 4% of Pittsburgh youth attended vocational schools the future educational needs of business and industry were much higher. It was estimated that only 6% of future jobs in the Pittsburgh area would require less than a high school education, only 14% would require a general high school education, 23% would require high school graduation with specialized training in clerical, business, distributive, occupational, or vocational areas, 33% would require one to three years of post-high school education or training, and 24% would require a college degree. The curriculum recommendations of the study distributed the student body as follows: 20% in occupational programs, 20% in vocational programs, 20% in pretechnical, and 40% in college

¹⁴Chamber of Commerce of the United States, Education an Investment in People, (Washington: The Chamber, 1964).

¹⁵Chamber of Commerce of the United States, Target: Employment! (Washington: The Chamber, 1964).

preparatory programs. The interesting feature of these recommendations is that they completely eliminate the general curriculum.¹⁶

In a related study by the American Institute for Research it was found that "vocational graduates, when compared with general course graduates who did not go on to college, had greater accumulated earnings, greater employment security, greater job satisfaction, and comparable job mobility."¹⁷

In a study of the future occupational needs of Prince George's County, it was found:

Among the occupations surveyed, approximately 50 percent of the expected employment requirements for 1969 are in the clerical and sales groups. Needs in the other major categories vary, with the second highest demand evident in the skilled group. The remaining needs fall into the following descending order: semi-skilled, service, semi-professional, managerial, unskilled.¹⁸

The study also found that a majority of Prince George's County workers, 52.7% are employed in the District of Columbia.¹⁹ This finding would indicate that similar predictions of employment patterns in the District of Columbia would be useful to the schools.

¹⁶John E. Harmon, The Role of Business in Training Needed Manpower, Speech to the Northwest Automotive Dealers' Parts and Services Managers Association, Seattle, (Washington: Chamber of Commerce of the United States, 1966) p. 8.

¹⁷David S. Bushnell, "Evaluative Research Studies," American Vocational Journal (March, 1966), p. 17.

¹⁸Maryland Department of Employment Security, Occupational Outlook, Prince George's County, (Baltimore: The Department, 1964, p. 20.

¹⁹Ibid p. 9.

Other communities report a variety of programs to fit young people, and particularly potential dropouts and dropouts, for occupations. Detroit has a job upgrading program designed to help unemployed dropouts.²⁰ In Chicago, the Carson, Pirie, Scott Company is engaged in an experimental work-study program with selected potential dropouts, and with considerable success. New York State is operating a work-study program called "STEP". In San Francisco, the Shell Oil Company is participating in the Distributive Education Program.²¹

These few programs are indicative of the variety of curricular innovations being tried across the country to retain more youngsters in school, and more importantly, to do so with some reason. In all of the cases cited, as well as all others reviewed, there is a high degree of cooperation between the school and the community. Very often, this cooperation is centered in some organization which coordinates community efforts directed toward young people.

In a rather ancient book, published in 1938, but one with remarkable relevance to today, Theodore Reller discusses the establishment and the operation of such an agency to coordinate efforts toward working with youth.²² One of his central conclusions is that no single

²⁰The Board of Education of the City of Detroit, The Job Upgrading Program Manual of Procedure, (Detroit: The Board, 1961.)

²¹Daniel Schreiber, "An Introduction to the School Dropout," Daniel Schreiber (ed), op. cit., pp. 8-10.

²²Theodore Reller, Community Planning for Youth, (Philadelphia: The Public Education and Child Labor Association of Pennsylvania, 1938).

community agency can meet all the needs of all of its young people. In communities where successful programs of working with potential dropouts and dropouts have been established, his proposition has been amply supported.

As Reller details the organization of youth related activities, so does Henry York detail a program of in-service education of teachers in an unpublished doctoral study done recently at The George Washington University.²³ Several systems doing work with dropouts report on the need to help teachers orient themselves to this endeavor. York's report on the opinions of teachers and administrators toward a program of in-service education in a system similar in size and problems to Prince George's County reveals what was thought to be wrong, what was thought to be right, and what could be done to improve the program. His recommendations are a model plan of in-service education.

In a quite recent article Bernard Bard reports that crash campaigns to get dropouts to return are by and large, failures. Using the results of a number of such campaigns, he concludes that the solution as far as the schools are concerned is major curriculum revision. Bard regards the key to a more flexible approach to be the school principal. Without interested, imaginative principals no program designed to retain youngsters in school can be successful.²⁴

²³Henry York, A Study of Teacher In-Service Education Programs in the Fairfax County, Virginia, School System for the School Year 1964-65, (unpublished Doctoral dissertation, School Education, The George Washington University, 1966).

²⁴Bernard Bard, "Why Dropout Campaigns Fail," Saturday Review, (September 17, 1966).

CHAPTER IV

THE COMMUNITY

Prince George's County is a large populous area bounded on the north by Howard and Anne Arundel Counties, on the east by Anne Arundel and Calvert Counties, and on the south by Charles County. The western boundary is coterminous with the Potomac River and the eastern border of the District of Columbia in the south and Montgomery County in the north. The County has a total area of 486.17 square miles and an estimated population of 545,000 persons. Major highways traversing the County are U.S.1, U.S.301, the Baltimore-Washington Parkway and the Capital Beltway. Railroads include the Pennsylvania and the Baltimore and Ohio. There are several Federal installations and the University of Maryland at College Park.

Political Domain or Functional Unit?

The character of the County has undergone radical change recently. Originally, a rural, loosely bound community, it has become a decentralized aggregation of small communities between the District of Columbia and the Capital Beltway, with the area east of the Beltway retaining a rural, sparsely populated character.

In terms of local Government, the County provides such services as fire protection, police protection, tax collection and public education. When examining the area from other perspectives, the County is not easily defined as a functionally integrated community. There is justification to consider the County as part of a larger community, the D. C.

metropolitan area, one in which the economic life and cultural influence of the central city dominates the suburban areas. This applies to a larger extent to the communities within the Beltway than to those outside the Beltway.

Economic activity in Prince George's County is highly integrated with the D. C. metropolitan area. From an analysis of present data, it is clear that much of the foodstuffs and industrial products distributed in the District enter via Prince George's County or are stored there in warehouses.

This economic integration is demonstrated again by the fact that more than one-half of the labor force of the County works in another area of the metropolitan complex. News media such as television, radio, and newspapers, originate in the District, are assembled there and to a great extent, the County residents have common sources of information with residents of the metropolitan area, and base decisions of their everyday lives on these sources.

There exists a number of organizations in the County, concerned with problems of the welfare of the community and the people. Again, these are highly decentralized. In attempting to meet with organizations, it was difficult in most cases to locate a central authority to speak for the membership of that organization's chapters within the County. This occurs because many organizations are chartered locally, there is no county unit and the next higher organizational unit being either state or regional. Understandably, local residents are more concerned with their own community activities than those of their neighbors.

As the area becomes more urban and integrated into the economic and cultural life of the District, the county geographic unit becomes less meaningful. With the pattern of high density population near the District line and with improved transportation in the District and its environs, boundaries have meaning only to indicate a political unit. The initiative for county-wide action and programs stems from political or governmental sources.

Two questions are raised, "Is there a community of interest in Prince George's County that is not politically based? If the County cannot be defined as a community within itself, should there be concern about the lack of a county-wide community of interest outside the political sphere?" The answer is that problems such as unemployment, delinquency, recreational facilities, among others, exist within the County. These problems are best managed at the local level, and the County Government is the only local body that has a jurisdiction sufficiently wide to mount a concerted attack on these problems. However, it should be pointed out that government is handicapped by the unique nature of the aggregation of communities. Many of these inside the Beltway are the outgrowth of suburban developments where local government arose after the communities had been developed.

Recreation facilities that exist which are not part of the public schools are private or associated with housing developments. Witness swimming pools. No public swimming pools exist in the County.

Another dimension of the problem is the physical size and diversity of the County. Travel is a problem in administering a county-wide

program. There also exist the problems of dealing with people from communities having diverse characteristics, interests, and identities.

In the high income areas bordering the northern D. C. boundary, there is a concentration of services and activities offered by highly motivated civic groups. Although Upper Marlboro is the political center, Hyattsville is an economic and social center.

Below Hyattsville, are a number of bedroom communities and a number of low income areas near the east border of the District of Columbia - Brentwood, Fairmont Heights, Cottage City, Capital Heights, and Seat Pleasant. The population of these areas is urban not suburban, with many persons having moved across the District of Columbia line, in a pattern of urban expansion, not suburban migration. Thus, the residents sometimes retain a closer identity with the District than with the County.

In addition to the usual problems of education, other areas exist outside the schools which impinge on the welfare of youth. Two such areas are employment and recreation. Community resources exist to meet problems in these areas, but the resources are not adequately utilized. This is caused by the decentralized nature of the County and its resources. In evaluating these resources, it is useful to group them in terms of institutional areas and related associations. For purposes of this study, the institutional areas are:

1. Government
 - a. Federal
 - b. State
 - c. County
 - d. Township

2. Education
3. Religious
 - a. Protestant
 - b. Catholic
 - c. Jewish
4. Economic
 - a. Metropolitan
 - b. County

Analysis of the community power arrangements does not apply to this study although mention is made to complete the picture. Power structures that exist are numerous, small and highly diffused. Dominant power arrangements outside the county government do not represent a single structure but rather a coalition of groups, each with decisive influence in community life. This is most evident in the more overt form in the political factions within the County, as reported in the local press.

However, less conspicuous inter-relationships of power and influence in and between the communities of the County may exist. It is not surprising to find the same pattern of diffuse and competing smaller structures, interlocking directorates and coalitions. This reflects the typical pluralist model of community power arrangements.

In every community there are groups of people who share characteristics and interests which typify the community leader, a person having access to mass media and to the decision making process of organized groups and to the use of resources organizations produce. The fact that a person participates in a decision making process of more than one group adds to his stature and influence. During discussions with representatives

of organizations and agencies, it became apparent that this individual transcended the limits of the local community. Because of the diffuse nature of the power arrangements his influence is also increased because his activities involved him with several communities.

Demographic Characteristics

The population of the County is youthful compared to the State and the nation. About 57% of the persons in the County are 21 years of age or older as against 60% of the state population and 70% of the national population. About 4% of the residents are 65 years old or older as compared with 9% nationally and 7% of the state's population. About 29% of the residents are in the age group 5-20, as compared to 20% nationally.

A look at the age distribution by census tract excluding tract 3, (a sanitorium) and tract 74 which includes the University of Maryland, reveals that many tracts with young median age correspond to low income areas and areas with crowded housing units. In the outer areas, exclusive of census tracts 1, 2, 3, and 74, the median age in each tract is below the county medians of 24.8 years for males and 25.6 years for females.¹

In census tracts 35, 10, and 9 in the outer area, the median age is below 20. In the inner area there are four tracts with a median age below 20; tract 72, (University of Maryland) tracts 34, 33, and 30. Those tracts in the inner area² which have a lower median age than the

¹See figure 1.b.

²See figure 1.a.

county median age include:

1. Tract 16 at the southern end of the County;
2. Tract 22 inside the Beltway adjacent to District Heights;
3. Tract 23 which is the town of District Heights;
4. Tracts 26 and 28, near Central Avenue at the D. C. line;
5. Tract 29 which is the town of Seat Pleasant;
6. Tract 30 just south of Sheriff Road at the D. C. line;
7. Tract 31, Fairmont Heights;
8. Tracts 33 and 34 immediately adjacent to that area;
9. Tract 43 north of Fairmont Heights at the D. C. line;
10. Tract 41 between Cheverly and Landover Hills;
11. Tracts 38, 66, 67, and 69, all adjacent to the outer area in the north.
12. Tract 50, north of Chillum Road at the D. C. line;
13. Tract 55, near the intersection of the D. C. and the Montgomery County lines.

In the outer area, there are no tracts in which the median age is equal to or greater than 30 years except Tract 3, (Glendale Sanitorium); in the inner area there are 10 such tracts in the north: Tract 42, Cheverly, tract 44, between Brentwood and the D. C. line; Tract 49 between Chillum Road and the D. C. line; Tracts 52, 53, and 54 in the corner formed by the intersection of Montgomery County and the District; and contiguous tracts 61, 62 and 64 north of Brentwood. These data suggest there are more younger larger families in the outer area and in the center of the inner area, and more small families and older persons in the northern part of the inner area.

The proportion of non-whites (slightly over 9%) is smaller than the national figure of 11% and considerably lower than 16.7% for the state, and considerably below the figure for the District. Therefore, race will not be a significant factor in this study, except as a correlate of poverty.

Economic Characteristics and Employment

As the economic life of the County is related to the economic life of the larger metropolitan area, so also, are the patterns of influence and power. Larger organizations such as the Metropolitan Washington Board of Trade exert considerable influence over the entire National Capital area. Mass communication media operating within this area create heavy influence over issues within the County.

The economic life of the County is an outgrowth of its industrial makeup. The largest employer group is the Wholesale and Retail Trade which in 1964 accounted for 41.4% of the total employed workers. This is due to the low population density, the location of rail transportation facilities and the availability of real estate for warehouses. Confronted with these indicators, it is logical for the County to become a major center of storage and distribution for trade in the metropolitan D. C. area.

The next largest employer is the Federal Government representing 34% of the employed workers. Government agencies that have established facilities in the County are: The Department of Agriculture, the Air Force, the Department of Commerce, the National Aeronautics and Space

Administration, the Department of Health, Education and Welfare, the Interior Department, and the Navy Department.

The next largest employer is the construction industry. This occurs because the County is the fastest growing area in the metropolitan complex. In 1964, 18.1% of all persons employed in the County were in construction trades. Ranked below the construction trades are service trades with 14.3%, followed by manufacturing with 12.3% of the employed workers. All other industries employ less than 10% of those employed in the County.

The 1960 Census figures for the labor force in the County, reveal a total of 146,102 persons. Unemployment was only 2,965 or 2%, which is substantially below the national figure. Of those in the County's labor force 88,135 or 61% are male, with the largest single male occupational group of craftsman and foreman with 21,805 or 25% of the labor force. Next in rank are professional and technical workers with 16,644, or 20% of the male labor force. There were 9,540 males employed as clerical and kindred workers; 8,999 males as managers, officials and proprietors; 5,765 in sales and 5,302 service workers. Other occupational groups contained fewer than 5,000 each.

Of the females in the labor force, the highest single occupational group was clerical and kindred workers with 23,811 or more than 50% of employed females residing in the County. The next largest occupation groups were professional and technical with 6,333; 3,870 in service trades and 3,653 employed in sales. In other occupational groupings there were fewer than 2,000 in each category.

With regard to household income, the County compares favorably with the State and the Nation for the year 1964. The same is true for per capita income. In 1964, 33.3% of the households in the County had total incomes of \$10,000 or over; 21.6% had incomes between \$7,000 and \$9,999; 29.8% between \$4,000 and \$6,999; 8.6% between \$2,500 and \$3,999; and 6.7% below \$2,500 per year. Figures for years 1962, 1963, and 1964³ show that the proportion of households in lower income brackets is increasing. Most conspicuous is the category \$10,000 and over with 26.5% in 1962, 31.4% in 1963 and 33.3% in 1964.

Distribution of median household incomes in the County is a study in contrast. Although the County has a median household income of \$7,471, there are a number of census tracts rated below this level.⁴

In the outer area, there are 3 tracts with median incomes equal to the county median. In the inner area, there is a cluster around the University and Hyattsville with median incomes above the County median. There is also another cluster (tracts 37, 42, and 66) in the area of Bladensburg, Landover Hills and Cheverly. A third cluster above the median is the southern part of the inner area and includes tracts 15, 17, 18, 19, 21, and 24. The three tracts 14, 36 and 74 in the outer area that are above the median income are contiguous with the three clusters in the inner area.

³Survey of Buying Power Sales Management 1963, 1964, 1965 taken from the Publication Facts about Prince George's County, published by the Economic Development Committee, Prince George's County.

⁴See figure 2.a and 2.b.

In the inner area, there are 23 census tracts with median incomes greater than or equal to \$6,000 but below the county median and four similar census tracts in the outer area. Median incomes of \$5,000 and less than \$6,000 were found in 3 tracts in the inner area and 6 tracts in the outer area. The six tracts in the outer area are contiguous and are located in the center of this area. Of the three tracts mentioned in the inner area, tracts 31, 26, and 20, two are at the D. C. line, tract 31 above Sheriff Road, tract 26 below Capital Heights.

There are two tracts in the inner area and three in the outer area having median incomes below \$5,000. In the inner area, there is tract 30 between Seat Pleasant and Sheriff Road and tract 45, North Brentwood, with the lowest median income in the County.

Tracts 8 and 9, at the southern tip of the outer area have median incomes below \$5,000. Tract 3 in the north has a median income below \$5,000 but this figure is misleading because the tract is Glendale Sanitorium.

Another condition related to economic distribution is housing. Using the U. S. Census definition of overcrowded housing, of more than one person per room in any dwelling unit, it was found that in one tract, 44% of the housing units are overcrowded. In practically every tract, there was overcrowding⁵ but there is an inverse relationship between overcrowded housing and median income.

⁵See figure 3.a and 3.b.

Predictably, the greatest overcrowding exists in tract 30, south of Sheriff Road at Fairmont Heights. In the outer area, at least 10% of the housing units were overcrowded in each tract. The exceptions are tract 11, Andrews Air Force Base, tract 3, Glendale Sanitorium, tract 1, Laurel, and tract 36.

In the inner area, the greatest overcrowding occurred in addition to tract 30, in tract 29, Seat Pleasant, tract 31, Fairmont Heights, tract 34, in the fork of George Palmer Highway and Sheriff Road near Fairmont Heights and in the North Brentwood area. This area represents a real problem because it is surrounded by areas of relatively uncrowded housing and high income.

Using the accepted definition of poverty, an annual income of \$3,000 or less, there are at least 6.7% of the households that fall within this category. Considering the high living costs in the area and the fact that poorer families usually have more children, it is reasonable to assume that large families with incomes below \$3,999 are poverty stricken and their children are growing up in an environment of poverty. This represents 16.3% of the households in 1964.

Community Resources

With what has been established from previous dropout studies it can be said that a large number of the high school dropouts are from economically deprived families. Any study directed toward the dropout problem must include anti-poverty projects. In Prince George's County there are two groups affiliated with the Federal War on Poverty; the United Planning Organization, and the Community Action Committee.

The UPO has been characterized as the large umbrella which seeks to coordinate and review anti-poverty projects being funded through the Office of Economic Opportunity. Their jurisdiction covers much of the Washington Metropolitan area including Prince George's County. The Community Action Committee is a county sponsored agency which invites the participation of interested County organizations. Under the Community Action Committee, such programs as Project Head Start and the Neighborhood Youth Corps exist. Both projects are small in scope in the County.

With regard to the Community Action Committee, it should be noted that federal funds and services are available to sponsors of anti-poverty projects, through The Office of Economic Opportunity. The two most important are Community Action Projects involving a direct grant of funds to develop community resources to deal with poverty problems and VISTA which supplies volunteers to work in locally sponsored projects. Included among these are: tutoring in districts with a degree of economic deprivation, community development projects such as neighborhood social centers and half-way houses for delinquents or for mentally or emotionally handicapped; tutoring or counseling projects in institutions for the mentally retarded or for the emotionally disturbed and other poverty-related projects.

Although the Community Action Committee has a primary interest in the funding of anti-poverty projects, it is suggested that projects within the schools be sponsored through the Board of Education with the concurrence of the CAC. Grants for vocational education are available through the Office of Economic Opportunity, the Office of Manpower and

Training, and the U.S. Office of Education. Under the Elementary and Secondary Education Act of 1965 there are a number of avenues open for broadening the scope of curriculum and facilities and enriching the educational and cultural experiences of youngsters in the school.

At the state level several resources are available. The State Vocational Rehabilitation Agency and the State Employment Commission should be consulted when developing programs for educating and placing the problem youngster. Within the County Government resources exist to expand recreational employment and social service facilities. However, these become less effective owing to a lack of communication and coordination. This seems to be a consequence of the growth of urban problems in a changing urban setting.

Any attempt on a county level to deal with the multitude of problems confronting the high school dropout should enlist the advice of governmental agencies to help to identify problem youngsters and bring them to the attention of groups organized to cope with these problems.

The Public Works Department and the Recreation Department could assist in devising new recreation projects and the expansion of facilities and programs. The Health Department should advise in developing programs for the handicapped child. The Police Department has an interest in programs to combat the problems of the potential dropout and the potential delinquent. The police should assist by advising the County of major law enforcement problems involving youth.

The Fire Department represents a useful resource. During visits to schools, student interviews revealed a number of youngsters were

interested in fire department activities. This could provide a means to involve the youngsters in constructive leisure activity including sports and recreation programs. The Department of Community Relations might offer advice in improving techniques for developing more identity of problem youngsters and thus create a more constructive involvement of youth in the community.

Social Services and the Welfare Department could provide valuable resources by extending services to the families of problem youngsters. The Welfare Department should provide an additional resource in the form of identification and referral of youngsters whose families are receiving public assistance.

The Economic Development Committee although primarily concerned with the development of commerce and industry represents a valuable source of information for employment opportunities. Because this group is involved in attracting new industry and employment, it has a vested interest in the development of a well-trained labor force in the County. The County Library should develop new and imaginative projects designed to reach problem youngsters and interest them in becoming well developed, productive members of the community.

The efforts of these agencies should be supplemented on the local level by municipal offices and civic groups. There are a number of youth groups organized around religious institutions, some of which might be of assistance in coping with problem areas. The major organizations are the YMCA, the Catholic Youth Organization, and B'nai Brith Youth Organization which operates out of Silver Spring.

The economic institutions include not only business and industry but also such government agencies as the Economic Development Committee, the State Employment Commission, and the U. S. Employment Service. The problem is one of job development, training and placement and the concern is with making an effort to reach the problem youngster and involve him in useful and rewarding employment. On the metropolitan level these organizations should include the Metropolitan Washington Board of Trade, the National Urban League through its youth employment program and similar organizations. Some areas of mutual concern and effort might be established through the Washington Board of Trade or through individual employers.

Summary and Conclusions

Population of the County is young and growing rapidly. Within its boundaries there are a number of communities; some affluent, others deprived. There are a number of organizations which are potentially county-wide in scope but their influence is concentrated in specific communities and absent in others. The only unit which has county-wide influence is the county government.

If the problems of the high school dropout and other problem youngsters were only educational, there would be no need to develop an environmental study for the County. But there are a number of problem areas which contribute to the pattern of the high school dropout. Concern must be directed toward the adequacy of community social services, recreation facilities, employment resources and the preparation of youth

for meaningful employment. These are areas in which government must take a leadership role because its presence is felt in every community.

It would be proper for the Superintendent of Schools to take responsibility for leadership and coordination of this effort to improve resources and to promote better communications between civic, professional and governmental organizations concerned with the development and use of such resources. It should be incumbent upon civic and professional groups to assume an active role in such an effort.

One possible approach to a comprehensive project should be the establishment of a county-wide coordinating council, a loosely organized group consisting of representatives of county and local governments, civic groups and professional organizations in the County. This is essentially the recommendation made in the report of the Prince George's County Youth Commission in 1962, which was not carried out due to a lack of funds to sustain the budget of \$20,000 a year.

At present, this figure is insufficient to provide active and vital leadership. In view of the desirability of the objectives of the group, a larger project is justified in terms of the interests of youth. If money cannot be provided in the county budget, Federal or state funds might be available to provide the impetus.

Also indicated by data on income, crowded housing and age distribution, is the need for an enrichment or cultural program to supplement the education of economically and culturally deprived youth. Such a facility would be valuable to others in the County and certainly every effort should be made to establish at least one center. However, the

pilot project for the first center should be undertaken in a specific area. It is suggested that this facility be located adjacent to the new recreation center being built near Central Avenue east of the Beltway, refer to Chapter IX - Recommendations, for more detail.

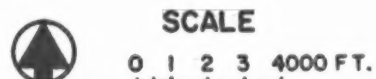
The fact that the high school dropout represents only a minority of the school population does not obscure the problem. Likewise, the fact that the County is affluent should not obfuscate the conspicuous pockets of economic deprivation which exist. The problem has received initial recognition. That the United Planning Organization and the Community Action Committee exist attest to this.

MAPS OF PRINCE GEORGE'S COUNTY

The maps on the following pages are provided as helps in identifying characteristics of population based upon census data.

Figures 1.a. and 1.b. show median age distribution; Figures 2.a. and 2.b. show family income distribution; and Figures 3.a. and 3.b. show the percentage of crowded housing units for each census tract.

LOCATION OF CENSUS TRACTS IN PRINCE GEORGES COUNTY (INNER AREA)



NCRPC, APRIL 1963
U.S. Bureau of the Census

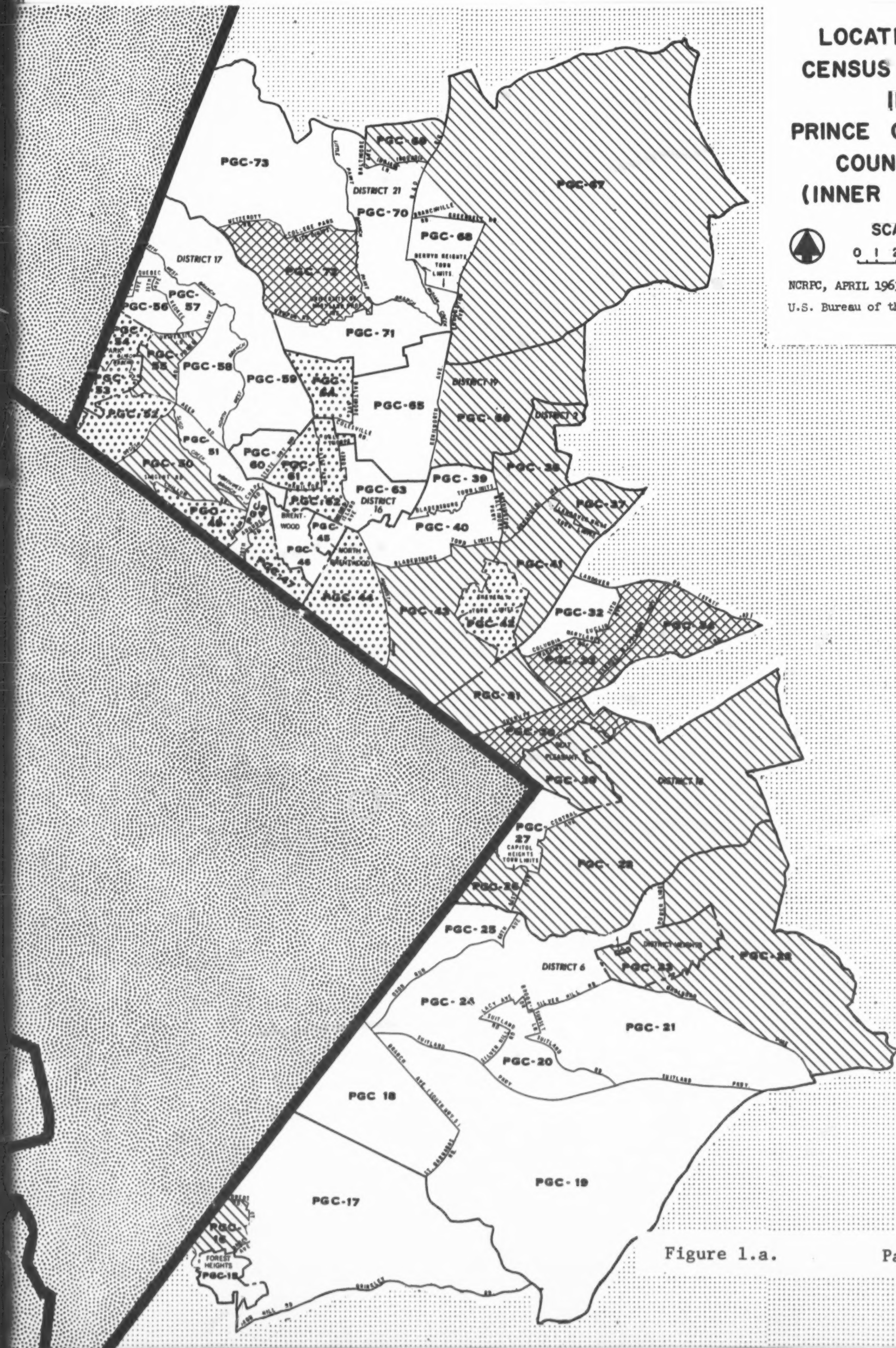


Figure 1.a.

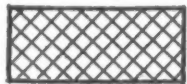
Figure 1.a., and 1.b. PRINCE GEORGE'S COUNTY: Median age distribution by census tract.

LEGEND

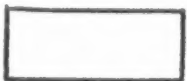
Median age for tract below median age for County, but at least 20 years.



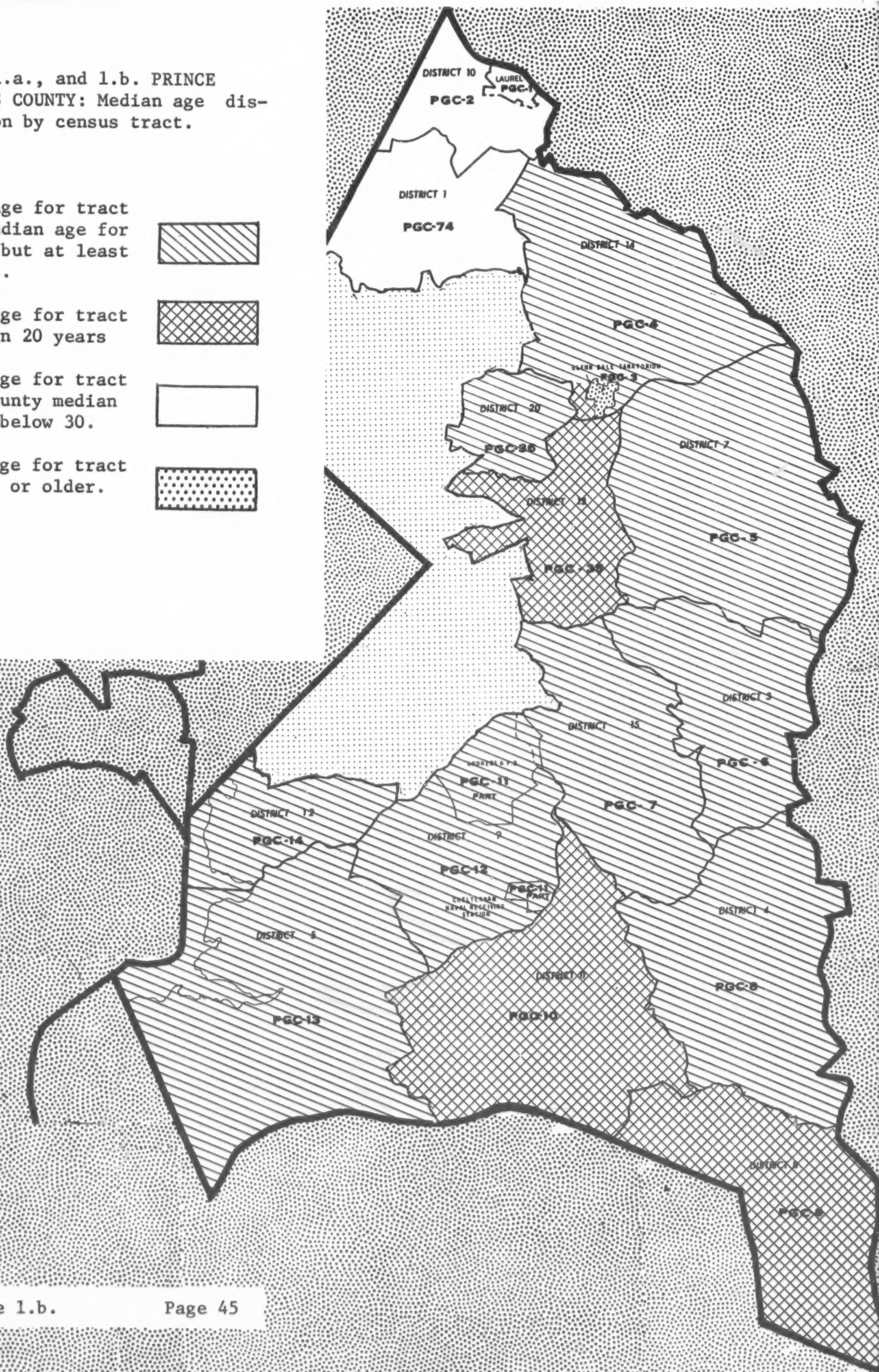
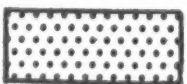
Median age for tract less than 20 years



Median age for tract above County median age but below 30.



Median age for tract 30 years or older.



LOCATION OF CENSUS TRACTS IN PRINCE GEORGES COUNTY (INNER AREA)

SCALE
0 1 2 3 4000 FT.

NCRPC, APRIL 1963
U.S. Bureau of the Census

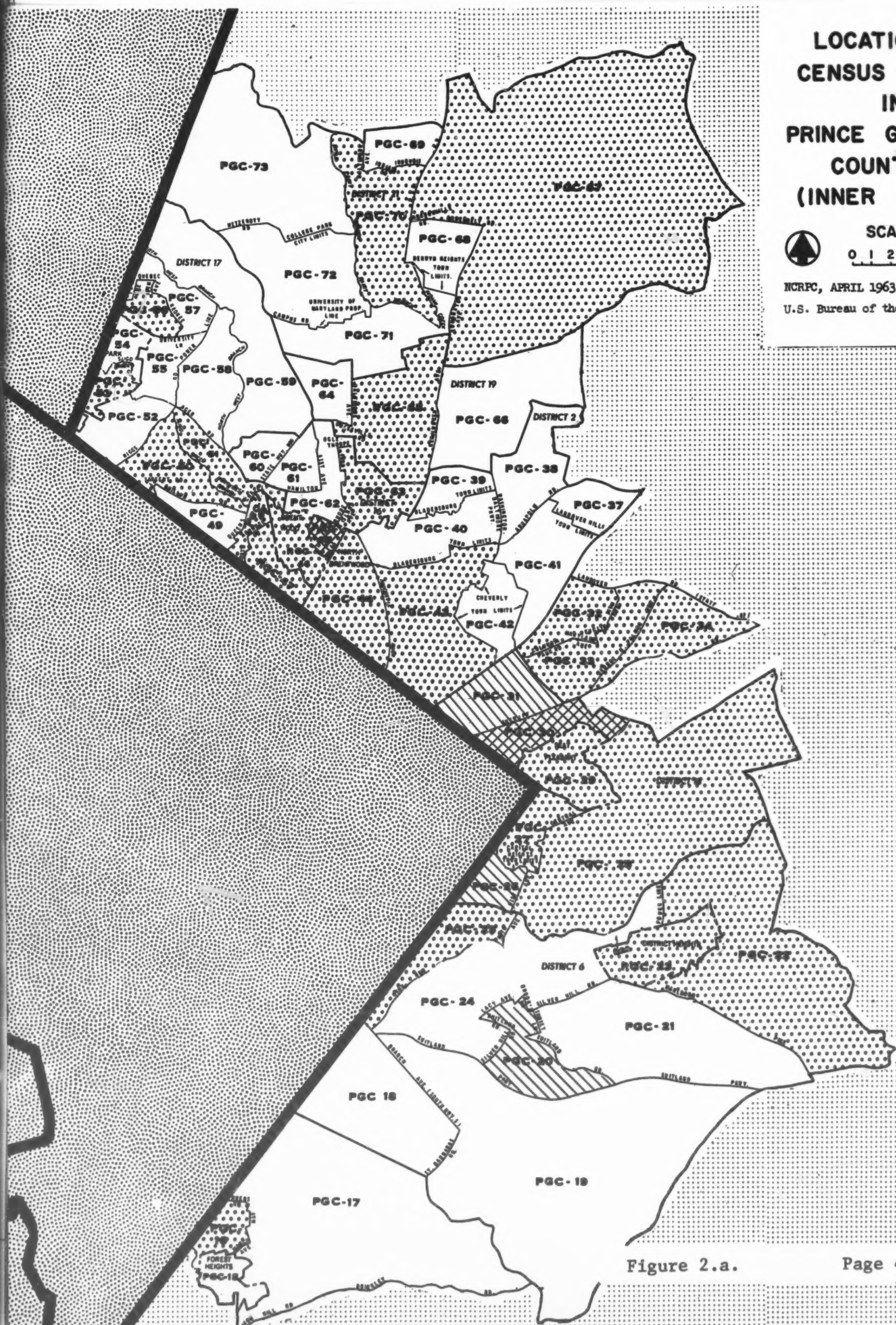


Figure 2.a.

Figure 2.a., and 2.b., PRINCE GEORGE'S COUNTY: Median family income distribution, by census tract.

LEGEND

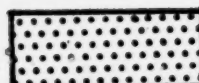
Median income for tract less than \$5,000.



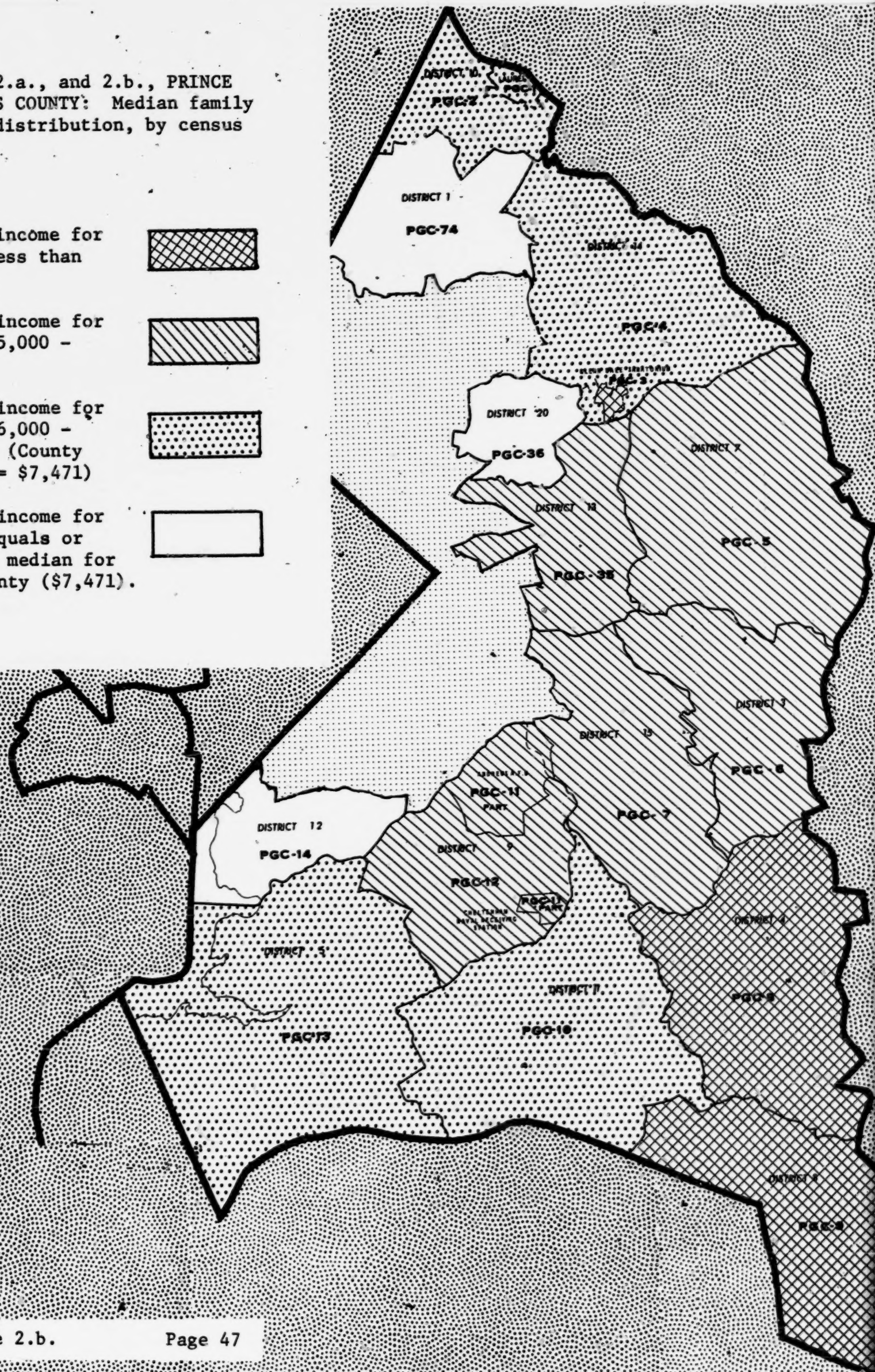
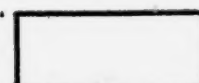
Median income for tract \$5,000 - \$5,999.



Median income for tract \$6,000 - \$7,470. (County median = \$7,471)



Median income for tract equals or exceeds median for the County (\$7,471).



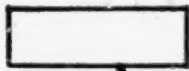
SCALE
0 1 2 3 4000 FT.

Figure 3.a.

Figure 3.a. and 3.b., PRINCE GEORGE'S COUNTY: Crowded housing units (i.e., dwelling units having more than one inhabitant per room), by percentage of units crowded for each census tract.

LEGEND

Fewer than 10% of units crowded.



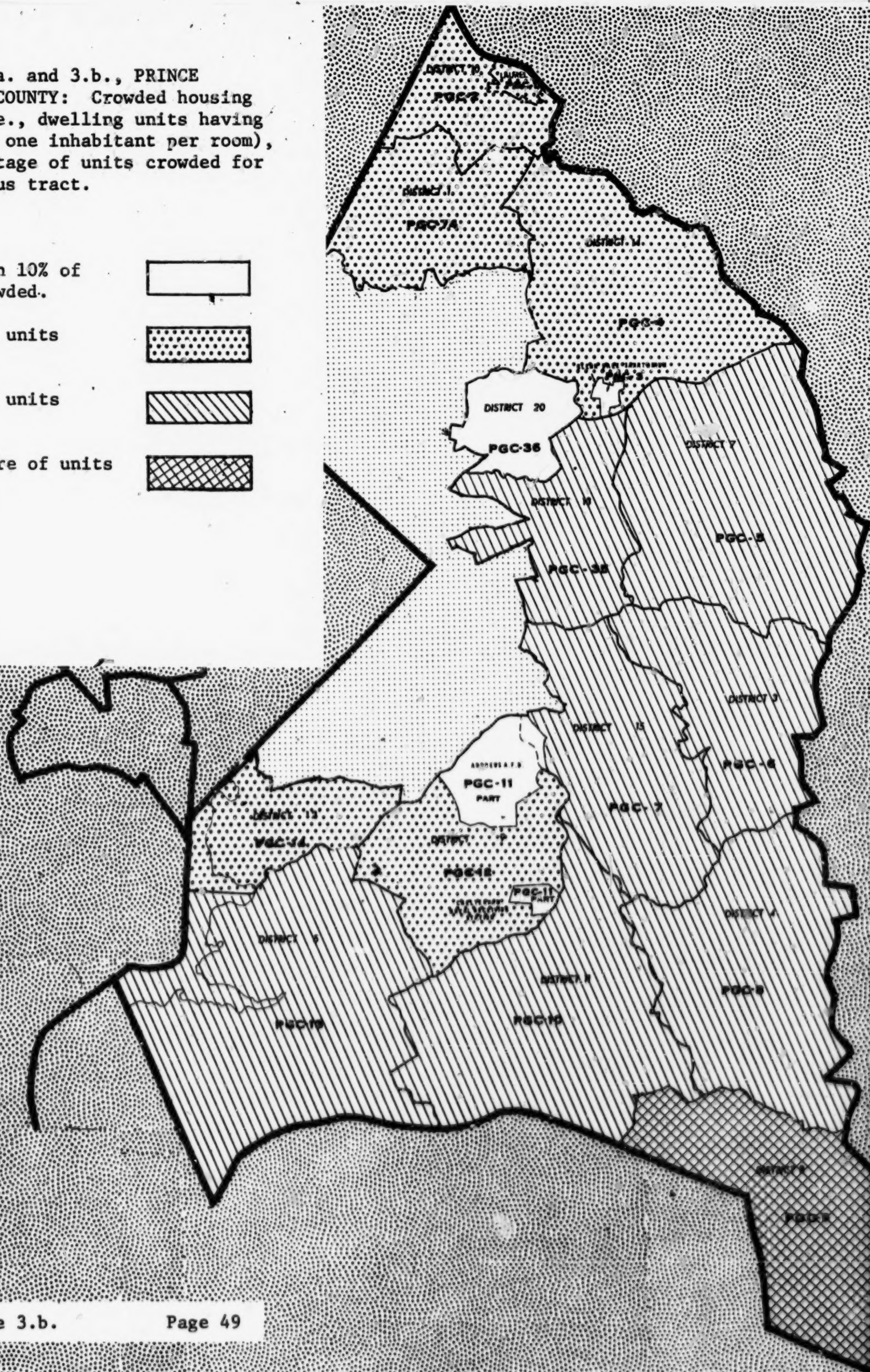
10-19% of units crowded.



20-29% of units crowded.



30% or more of units crowded.



CHAPTER V

SCHOOL VISITS

The information contained in this section of the report was gathered during visits to all thirteen high schools, two junior-senior high schools, and four junior high schools, and certain of the special education facilities. The technique used in each school was to meet first with the principal and members of his staff, chosen at his discretion. In some schools this meant meeting with all the administrative and guidance personnel who were available, in others, meeting only with the principal, and in a few cases, if the principal were unavailable, a meeting was held with a vice-principal. These meetings were structured to explain the purpose of the study and to gather information about the school and the student population. The second phase of the visit involved a tour of the school to see the physical facilities available for the programs. The third phase included meeting with members of the guidance staff and any faculty members involved in working with potential dropouts.

All the people with whom the team met were cooperative, although some expressed doubts whether the study would produce any usable and viable results. The meetings were structured to gather information concerning the philosophy of the school, the professional staff, the program offerings, characteristics of the student population, and socio-economic and educational indicators of the surrounding community. Uniformly, principals, guidance counselors, and teachers expressed a concern about making provisions

for all of their students. Almost equally uniformly they showed the ravages made on their hopes for making such provisions caused by problems of increasing numbers of youngsters, and by the consequent increasing demands on their time simply to "keep school." One of the casualties in the struggle to maintain an even level in a rapidly growing suburban school system seems to be time for reflection; for the "pause that refreshes."

The buildings themselves were mostly new within the last ten years. They were also mostly crowded, but the team saw no instances where older buildings with inadequate, crowded facilities were a contributing factor in making learning and teaching ineffective. A few older buildings visited had been renovated to the extent that there was little difference in these facilities and those in newer buildings. In one case the team observed some imaginative use being made of odd space in an old building that had been remodeled.

Guidance counselors expressed considerable concern about the dropout problem, although the magnitude of their job does not allow them to deal effectively with all potential dropouts, nor were they able to arrange an exit interview with all dropouts. In all schools visited, the number of administrative and guidance personnel is determined on the basis of student population. This procedure has still allowed the ratio of students to vary from a low of 300 to 1 in one school to a high of 650 to 1 in another, with the average being approximately 450 to 1. Graduation from high school with its subsequent college hunting and job seeking also cause considerable effort to be expended on the senior class. In one high school with two counselors, one of them advised the seniors while the other handled

the sophomores and juniors as well as a few freshmen who are in that building due to special circumstances. There are well defined provisions for college placement but not for job placement. While all guidance counselors are certified, the team found no counselors with training in depth in vocational guidance except in two of the vocational schools.

The curriculum offerings in the junior high schools and the high schools were basically the same for each type of school with some differences in the provisions made for students with special needs. The junior high school programs all had a common core of academic subjects with special provisions in foreign language, math, and science. In addition, all offered art, music, industrial arts, home economics, and physical education. The high schools have their course offerings grouped into academic, commercial, and general patterns, with vocational programs currently being offered in five high schools. Within these areas, the major difference is in the elective offerings. The most flexible pattern should be the general curriculum, yet a related part of this study shows that the vast majority of high school dropouts in Prince George's County were enrolled in this curriculum, often because of limited availability of occupational courses. To these students, the general curriculum course offerings did not seem sufficiently in touch with real problems.

The academic program, designed to prepare youngsters for college, obviously attracts students who have the desire and the ability to continue their education beyond high school. The commercial program is designed to prepare youngsters for competence in office skills. Continued enrollment in the commercial program is limited by a requirement of a grade of "C" in the first business course. This sets a rather high standard of competence.

The vocational program is currently centered in two high schools, with a third vocational department to be added in the Fall of 1966. In a typical program students begin with an exploratory sequence in the 10th grade, take courses in two areas in the 11th grade, and specialize in one area in the 12th grade. The three junior-senior high schools, located in the southern, rural part of the county, offer only vocational agriculture. Because of the dependence on area vocational schools, it should be noted that the team had some reports that there are no special provisions for transporting students to these schools.

A majority of high school students are enrolled in the academic program, with the general program a very close second, and the commercial program having somewhat less than 20% of the total enrollment, and most of these are girls. Because of its concentration, figures for the vocational program are somewhat easier to determine. Of a current estimated enrollment of 20,000 students in high school, there are approximately 650 students enrolled in vocational programs. This figure for vocational enrollment constitutes approximately 3% of the high school population. The opening of an additional vocational program next year will provide for approximately 350 to 450 students. With an expected increase in high school enrollment, the percentage of students enrolled in vocational programs will not be significantly altered.

Special Provisions

The provisions of special education classes in a school depends upon the principal's assessment for the need for such a program. Thus one feeder junior high school has two special education classes while the

receiving high school has none. In a majority of schools visited, the special education classes were meeting in regular classrooms with only those facilities which are available for normal classroom use. In only one junior high school visited by the team were special facilities available. There, one of the two special education teachers has use of a basement room where he has installed an automobile with engine and assorted other motors on which the boys worked. The regular classroom is also equipped for work for these youngsters with such things as an adding machine, a stove, a refrigerator, and a sewing machine. It was not observed that there is any organized systematic progression for special education, nor is any mention made of this area in The Curriculum, a report of a 1960 county-wide curriculum study.

There is one reading teacher in every school which the team visited, regardless of the school size. In almost all of the high schools, the bulk of the reading teachers' efforts is directed to remedial or corrective reading, and the same is true in the junior high schools. There is no common or prescribed pattern to the way students are assigned to the reading teacher. In some schools the team was informed that there is a stigma attached to the remedial reading program and it was difficult to enroll some of those who most needed the help to accept it. In other schools, the team was advised that there was a waiting list for remedial reading help, and in all cases it was reported that there was more demand for help in developmental reading than the teachers could provide.

The library services varied from school to school; however, no secondary school the team visited approached the standard of 10 books per

student set by the American Library Association and the Maryland State Department of Education. Some libraries had a ratio as high as 8 to 1, some as low as 5 to 1, with the majority being 6 or 7 to 1. A majority of the books on the shelves were selected for the average or above average reader. In one school, however, there was a sizable collection of interesting books for the below average reader. The space in many of the libraries did not allow for seating 10% of the student body as recommended by the State Department of Education, a problem brought on by additions to original buildings.

One junior high school had as a feature of its services to students, a person in the school building whose job it is to track down truants. In all of the schools the team visited, truancy was listed as a problem, and truancy is also a factor in the identification of potential dropouts. This person was apparently quite successful in reducing truancy, and it would be interesting to follow through to see if this service also reduced the number of dropouts.

Lack of identification with the school is also a characteristic of dropouts. Questions about the student government organization and functions revealed that in a majority of schools this organization had the traditional social function of helping set dress codes and the like. One exception to this was found in a school wherein a Faculty-Student Senate had been established in an attempt to deal with a broader range of school situations, and to involve a broader range of students. Student representatives need only have a "D" average to participate, and to this time, there is the feeling that it offers the promise of integrating more students into the life of the school.

It was very difficult to obtain a clear picture of the problems presented by emotionally disturbed children in school. Unless the disturbance is severe enough to upset classroom activities, apparently most children are retained in the regular program with some attempt being made to maintain a state of equilibrium. In cases where the problem is severe, referral is made to the pupil personnel worker. A majority of administrators and counselors expressed the view that there were too few pupil personnel workers to render effective service, that the time between referral and action was sometimes delayed as long as 3 months, and that the range of services offered beyond the scope of the school was not broad enough to be effective especially if the parent is unable to pay for private treatment.

There are a variety of programs outside the vocational area which can lead to occupations. The most effective of these in dealing with a particular level of potential dropout is the Croome School, established to offer occupational training in the areas of custodial services, landscape gardening, and painting and interior decoration. For the school year 1966-67 the program is to be expanded to include duplicating and clerical skills, and food handling, both primarily for girls. A half-day is spent in work and a half-day in related class subjects. The team was advised that there were no difficulties in placing students in jobs upon completion of the program.

Within the regular school buildings, the high school industrial arts program is conducted in a wood shop, a metal shop, and a drafting room. Three high schools are offering a second year drafting program in cartography in which all of the materials are provided by the Army Map

Service, and through which this agency hopes to find employees.

Work-Study Programs in Prince George's County mean a half-day of work and a half-day of school. Participation in this type of program is limited due to a number of considerations. Many of the high schools are located in remote areas from which it is difficult to travel to places of employment. In one school this problem is compounded because students are not allowed to drive their cars to school. Another problem seems to be the scarcity of places of potential employment, or perhaps of school personnel to find such places of employment. At present, a Work-Study Program is planned for a student if he finds a place of employment and proposes the arrangement to the school.

In some of the high schools, programs of Distributive Education are offered; in other high schools, programs of Diversified Occupations are offered; in some high schools both are offered. The Diversified Occupations Program was usually operated by a business education teacher with limited knowledge of many of the trades offered in the program. Also, the program was limited to seniors only, and on selection based on established criteria such as potential for dropout, high attendance or good attendance record, and ability to represent the school.

Distributive Education is offered only in selected high schools, and in one high school it is interesting to note that youngsters were working in the school store although these youngsters were not enrolled in the distributive education courses. Although distributive education courses were offered in that particular high school, there was not a Distributive Education Program wherein the youngsters could be working in industry on

a part-time basis. Again it is interesting to note that problems arise in Work-Study Programs, as well as Distributive Education and Diversified Occupation Programs due to the nature of the community and the lack of adequate transportation facilities.

CHAPTER VI

DATA ANALYSIS OF POTENTIAL DROPOUTS

Potential dropouts were selected in each school on the basis of criteria developed by the Project DIRE staff.

Data contained in the following tables were collected through examination of cumulative records and through student interviews. As is shown in Table 1, a majority of those students identified as potential dropouts came from grades 9, 10, and 11, and Table 2 reveals a majority of the sample to be 15, 16, and 17 years of age. In Table 3, it is found that 54% of the potential dropouts were absent an average of less than 20 school days a year. The record of failure in the elementary grades, in Table 4, shows that 47% of these students had no failure at this level of their education. The table also indicates a figure of 17% for whom no information was found concerning progress in elementary school. If this figure is distributed among the other items in the table in the respective ratios, the figure for success in elementary school would rise to 55%.

The information in Table 5 is a record of success in secondary school. It is significant that Business Education is the only subject area in which a majority of these students who were enrolled were failures. In all other subject areas, a majority of this student population was successful, although the subjects in which the least success was shown are the traditional academic core of mathematics, sciences, English, and foreign languages.

The information in Tables 6, 7, 8, 9, and 10 illustrates that standardized tests rank a majority of these students as average or better

in intellectual ability; the results of the non-verbal intelligence tests placed approximately 65% above the 25th percentile.¹ A smaller number but still a majority, were within the normal range in reading and mathematics tests. On the whole, however, potential dropouts are more inclined to have low intelligence test scores, since their median test score is near 43 compared to 61 for the school population.

In Table 11, it is found that 52% of these potential dropouts have been in the Prince George's County School System for 9 years or more, and 68% have been in the system for 6 years or more. Data in Table 12 reinforce the findings of all other studies of dropouts; these students are almost complete non-participants in the life of the school. When no information was recorded in the student's folder about extra-curricular activities, it was assumed there were no activities to report.

The information in Table 13 indicates that students were selected on the basis of more than one factor. These factors were: (1) marks below average, (2) chronic absenteeism, (3) retention in grade, and (4) little or no interest in school. These four bases are indicative that the persons in schools making the selections felt that those students constituted a representative sample of a special, below average population in their schools.

When the potential dropouts were asked about their leisure time activities as shown in Table 14, they reported mainly non-productive activities. It must be reported that of those who indicated sports as a leisure time activity, a majority meant an unorganized play activity. That only

¹Percentile ranks 10-24 = Low Average, 25-74 = Average, 75-89 = High Average, 90-96 = Superior, 97-99 = Very Superior.

25% reported reading as a leisure activity infers a correlation with reading test results and difficulty in school.

When asked what they thought of school (Table 15), a majority of potential dropouts said they did not like school, and a substantial number reported trouble with school personnel. Almost the same number felt that their needs were not being met in school. Table 16 shows that 80% of potential dropouts felt they were failing, although their previous records show a majority of them to be successful. Since a majority of these students were selected as potential dropouts because of below-average grades, it can only be speculated as to the extent to which below average grades are regarded as failure. Absenteeism and reading disability are also regarded by the youngsters as problem areas, although approximately one-quarter indicated no interest in school. Interestingly, neither school personnel nor potential dropouts rated disciplinary problems very high.

Having identified their problem areas, potential dropouts found the classroom teacher to be the most helpful person in assisting with their problems. Somewhat discouragingly, however, Table 17 shows that 25% of these students felt they were receiving no help from the school staff. Despite their difficulties, Tables 18, 19, and 20 show that the overwhelming majority feel it is important to be graduated from high school, their parents feel the same way, and 93% of these students identified as potential dropouts say now that they plan to graduate. This optimism is belied by the great majority who stated they felt they were failing at the time they were interviewed.

When asked what type of courses they would prefer if they had a choice, their replies, as shown in Table 21, indicate that three-quarters

would like course work which would lead them to an occupation, as contrasted with the relatively small percentage of these students who were actually enrolled in vocational courses. In Table 22, a similar majority indicates a preference for part-time work-study programs. It is also significant to report that virtually no interest was exhibited in the general program.

The information in Table 23 shows the occupations of potential dropouts who are currently working. Three-quarters of those employed are in unskilled jobs, and it would be hoped that this trend would not continue in later life.

The picture of potential dropouts presented by these figures is that even though a large proportion fall below average in general intelligence, a majority have the ability to complete a meaningful school program, but lack the hope that they will.

POTENTIAL DROPOUT SAMPLE*

Table 1: Grades From Which Sample Was Drawn

<u>Grade</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
7	34	10	14	8	48	10
8	46	14	11	6	57	11
9	59	18	42	24	101	20
10	97	30	73	41	170	34
11	90	28	36	20	126	25
12	0	0	0	0	0	0
Total Students Sampled	326		176		502	

Table 2: Age

<u>Age</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
12	4	1	0	0	4	1
13	9	3	8	5	17	3
14	46	14	20	11	66	13
15	59	18	45	27	107	22
16	76	24	51	29	127	26
17	86	27	40	23	126	25
18	33	10	8	5	41	8
19 or Older	8	2	0	0	8	2
Total Students Sampled	321		175		496	

*In the totals shown of the number of students sampled, there are some variances among tables, due to lack of specific data in source records. Also, on questionnaire items, variances occur because of multiple responses and/or non-responses.

POTENTIAL DROPOUT SAMPLE

Table 3: Annual Average Days Absent

<u>Days</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
0-4	22	7	16	10	38	8
5-9	55	18	18	11	73	14
10-14	64	21	21	13	85	18
15-19	40	13	23	14	63	13
20-24	40	13	24	14	64	13
25-29	28	9	19	11	47	10
30-34	23	7	10	6	33	7
35-39	9	3	9	5	18	4
40-44	7	2	6	4	13	3
45-49	6	2	6	4	12	3
50-54	7	1	6	4	13	3
55-59	3	1	4	2	7	1
60 or More	5	1	6	4	11	1
Total Students Sampled	309		168		477	

Table 4: Elementary Grades Failed

<u>Grades</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No Failure	130	45	81	51	211	47
Grades 1-3 Once	70	24	40	25	110	25
1-3 Twice/More	22	8	7	4	29	6
Grades 4-6 Once	11	4	3	2	14	3
4-6 Twice/More	2	1	2	1	4	1
1-3, 4-6 Once Each	3	1	0	0	3	1
1-3 Once, 4-6 Twice/More	0	0	1	1	1	0
1-3 Twice/More, 4-6 Once	0	0	0	0	0	0
1-3 & 4-6 Each, Twice/More	0	0	0	0	0	0
No Information	52	18	24	15	76	17
Total Students Sampled	290		158		448	

POTENTIAL DROPOUT SAMPLE

Table 5: Relative Success In Specific Course Work

<u>Subject</u>	<u>Total Number Taken</u>	<u>Percent Passed</u>
Art	403	88
Business Education	94	46
English	359	68
Foreign Language	28	61
Homemaking	150	82
Industrial Arts	277	87
Mathematics	453	57
Music	399	86
Physical Education	442	83
Science	350	67
Social Studies	346	72
Vocational Education	40	77
Core	373	74

Table 6: Verbal Intelligence Test Rank

<u>Percentiles</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
90-99	14	5	2	1	16	4
80-89	21	8	10	7	31	7
70-79	16	6	7	5	23	5
60-69	17	6	11	7	28	7
50-59	22	8	15	10	37	9
40-49	20	7	10	7	30	7
30-39	26	10	21	14	47	11
20-29	38	14	19	13	57	14
10-19	42	15	20	13	62	15
1-9	56	21	35	23	91	22
Total Students Sampled	272		150		422	

POTENTIAL DROPOUT SAMPLE

Table 7: Non-Verbal Intelligence Test Rank

<u>Percentiles</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
90-99	24	9	6	4	30	8
80-89	24	9	6	4	30	8
70-79	14	6	15	11	29	7
60-69	15	6	7	5	22	6
50-59	22	9	8	6	30	8
40-49	25	10	12	9	37	9
30-39	25	10	16	12	41	10
20-29	36	14	29	21	65	17
10-19	37	15	26	19	63	16
1-9	31	12	13	9	44	11
Total Students Sampled	253		138		391	

Table 8: Reading Comprehension Rank

<u>Percentiles</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
90-99	8	3	2	1	10	3
80-89	8	3	3	2	11	3
70-79	4	2	4	3	8	2
60-69	11	5	9	7	20	5
50-59	8	3	10	7	18	5
40-49	17	7	15	11	32	9
30-39	36	15	17	13	53	14
20-29	44	18	28	21	72	19
10-19	53	22	21	16	74	20
1-9	52	22	26	19	76	21
Total Students Sampled	241		135		376	

POTENTIAL DROPOUT SAMPLE

Table 9: Arithmetic Concepts Rank

<u>Percentiles</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
90-99	9	4	4	3	13	3
80-89	10	4	6	4	16	4
70-79	11	5	9	6	20	5
60-69	19	8	15	11	34	9
50-59	21	9	12	9	33	9
40-49	18	8	11	8	29	8
30-39	17	7	14	10	31	8
20-29	39	17	17	12	56	15
10-19	47	30	27	19	74	20
1-9	45	19	24	17	69	18
Total Students Sampled	236		139		375	

Table 10: Arithmetic Problems Rank

<u>Percentiles</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
90-99	8	3	5	4	13	4
80-89	12	5	10	7	22	6
70-79	10	4	3	2	13	4
60-69	8	3	10	7	18	5
50-59	34	15	13	10	47	13
40-49	22	10	19	14	41	11
30-39	22	10	15	11	37	10
20-29	21	9	11	8	32	9
10-19	46	20	26	19	72	20
1-9	48	21	24	18	72	20
Total Students Sampled	231		136		367	

POTENTIAL DROPOUT SAMPLE

Table 11: Years in System

<u>Years</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1	13	4	18	11	31	7
2	25	8	13	8	38	3
3	20	7	7	4	27	6
4	17	6	17	10	34	7
5	15	5	4	2	19	4
6	14	5	6	4	20	4
7	16	5	6	4	22	5
8	21	7	14	8	35	7
9	32	11	17	10	49	10
10	42	14	32	19	74	16
11	49	16	25	15	74	16
12	24	8	8	5	32	7
13	10	3	3	2	13	3
Total Students Sampled	298		170		468	

Table 12: School Activities

<u>Degree of Activity</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No participation indicated on school records	212	68	110	65	322	67
Low Level Participation	66	21	38	22	104	22
Activity but Negative	1	0	0	0	1	0
Some, Minor, Positive	25	8	17	10	42	9
Considerable Positive	9	3	5	3	14	3
Total Students Sampled	313		170		483	

POTENTIAL DROPOUT SAMPLE

Table 13: Basis For Selection

<u>Reason for Selection</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Old For Age Group	29	20	14	16	43	19
1 Year or More Grade	60	42	28	33	88	38
Little/No Interest	55	38	28	33	83	36
Marks Below Average	79	55	45	53	124	54
Reading Disability	32	22	10	12	42	18
Inability to Adjust	20	14	7	8	27	12
Chronic Absentee	47	33	47	55	94	41
Resents Authority	29	20	4	5	33	14

Table 14: Leisure Time

<u>Activity</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Reads	35	23	28	33	63	26
Watches TV	74	48	41	48	115	48
Movies	61	40	42	49	103	43
Dances	70	45	50	59	120	50
Concerts	7	5	6	7	13	5
Sports	106	69	44	52	150	63
Other	71	46	40	47	111	46

Table 15: Attitude Toward School

<u>Attitudes</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Does Not Like	58	60	32	60	90	60
Trouble With Personnel	42	43	19	36	61	41
Trouble With Peers	12	12	7	13	19	13
Needs Not Met	39	40	21	40	60	40

POTENTIAL DROPOUT SAMPLE

Table 16: Difficulty Areas Identified By Students

<u>Areas of Difficulty</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Failing	123	78	72	84	195	80
Grade Retardation	34	22	14	16	48	20
Reading Disability	57	36	21	24	78	32
Absenteeism	60	38	50	58	110	45
Disciplinary	29	18	3	3	32	13
No Interest	41	26	22	26	63	26

Table 17: Help From School Staff Identified By Students

<u>Help Received</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No One	41	25	22	24	63	25
Principal	10	6	1	1	11	4
Guidance Counselor	45	28	30	33	75	30
Teacher	58	36	34	37	92	37
Coach	4	2	3	3	7	3
More than 1 of these	1	1	0	0	1	0
Other	2	1	1	1	3	1
Total Students Sampled	161		91		252	

Table 18: Diploma Importance As Viewed By Students

<u>Degree of Importance</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Not Important	12	7	3	3	15	6
Necessary	33	20	13	14	46	18
Very Important	116	72	76	83	192	76
Total Students Sampled	161		92		253	

POTENTIAL DROPOUT SAMPLE

Table 19: Plan To Finish School

<u>Response</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	148	93	84	93	232	93
No	11	7	6	7	17	7
Total Students Sampled	159		90		249	

Table 20: Parental Attitudes Identified By Students

<u>Parental Attitudes</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Parents want to finish	143	89	83	91	226	90
Mother doesn't care	12	7	9	10	21	8
Father doesn't care	13	8	5	5	18	7
Under Pressure	43	27	22	24	65	26
Little/No Supervision	55	34	32	35	87	35
Total Students Sampled	160		91		251	

Table 21: Preferred Courses Identified By Students

<u>Course</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Not interested	6	4	0	0	6	2
College Prep.	28	17	4	4	32	13
Clerical Training	14	9	7	8	21	8
Secretarial	0	0	38	41	38	15
Vocational	104	64	30	33	134	53
Homemaking	0	0	5	5	5	2
General	11	7	8	9	19	7
Total Students Sampled	163		92		255	

POTENTIAL DROPOUT SAMPLE

Table 22: Preferred Program Identified By Students

<u>Program Selected</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Not Interested	1	1	1	1	2	1
Full-Time	41	26	26	28	67	27
Part-Time	13	8	10	11	23	9
Work-Study or Diversified Occupations	105	66	55	60	160	63
Total Students Sampled	160		92		252	

Table 23: Type Of Employment

<u>Type of Employment</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Unskilled	44	68	22	81	66	72
Skilled	15	23	1	4	16	17
Secretarial	0	0	0	0	0	0
Clerical	1	2	0	0	1	1
Sales	5	8	4	15	9	10
Total Number Employed	65		27		92	

CHAPTER VII

DATA ANALYSIS OF DROPOUTS

According to school records there were 1,621 dropouts from a secondary school population of 44,660 during the 1965-66 school year. The total of 1,621 represents the students who withdrew from school under conditions which can be classified "dropout" from September 1965 to June 1966. Six high schools with enrollments over 1,500 each, and a combined enrollment of approximately 12,875, had 53% of the secondary dropouts, although their enrollment constituted a little more than 28% of the total secondary school population. In addition, one high school with an enrollment of less than 1,000, exhibited a dropout rate of 10%. If this figure were added, the percentages would increase to 58% and 31% respectively.

The Project DIRE staff analyzed the records of 1,123 dropouts. Consequently, the information presented in the following tables is drawn from these records and from interviews with dropouts selected from all but one of the high schools.

Tables 24 and 25 show a majority of students to have left school in the 10th and 11th grades at 16 and 17 years of age. Table 26 shows absenteeism to have been a problem, with 76% of the dropouts having been absent an average of 20 or more school days a year.

If the information in Table 27 is distributed in the same manner as for potential dropouts, it would indicate that a majority of dropouts did not experience failure in elementary school.

The information about secondary school success in Table 28 indicates that a substantial majority of dropouts were receiving passing grades in their school work. Again, most difficulty was experienced in the traditional academic core of math, science, English, and foreign language.

Data in Tables 29 and 30 illustrate that 69% of this sample of dropouts have average or better¹ verbal ability, and 72% have average or better non-verbal ability. The findings, which placed potential dropouts in a lower position than the median of the school population, also applied to the dropout. The reading and arithmetic scores again present a picture of lower performance than the intelligence test scores would lead one to expect.

Data in Table 34 shows that approximately 55% of dropouts had been in the system six years or more prior to leaving school. This may be taken as an indication that mobility was not an outstanding factor in the decision to leave school for this sample of dropouts.

The participation of dropouts in the activities of the school, as seen in Table 35, was very low. Table 36 shows that almost two-thirds of these dropouts had been enrolled in the general curriculum.

Beginning with Table 37, the information presented was drawn from interviews with 145 youngsters who left school this past academic year. Table 38 shows that the reasons most often given for leaving school were failure, trouble with school personnel, and dislike for school.

¹Percentile ranks 10-24 = Low Average, 25-74 = Average, 75-89 = High Average, 90-96 = Superior, 97-99 = Very Superior.

Fifteen percent of those who responded indicated the courses they had been taking did not meet their needs. The variety of reasons listed bears out the findings of other studies which have shown that the reasons for leaving school are complex.

Tables 39 and 40 point out that two-thirds of those dropouts interviewed discussed their decision to leave school with their parents, but almost half left without talking to anyone at school. Table 41 would seem to indicate that two-thirds of these dropouts made up their minds to withdraw without being encouraged to leave. Yet, 15% were encouraged by school personnel to withdraw. Table 42, on the other hand, shows that school personnel attempted to discourage 20% from leaving. The same table indicates that over 25% had no one who really cared whether they finished school or not.

The information in these four tables is an indication that for a substantial majority, the school was really not involved in the decision about whether these former students continued to participate in its educational activities or not.

Table 43 shows that over two-thirds of the dropouts interviewed would prefer an occupationally-oriented program if they returned to school. In Table 44 they further substantiate this, with a majority of those who indicate any interest showing a preference for a part-time work-study program.

Table 45 shows that 55% of this sample of dropouts is unemployed, and further, that a third of these are not seeking employment. The bulk of this latter category is made up of girls.

Boys represent the largest number who are employed with almost half of these in unskilled labor jobs. A majority of those employed are earning \$300 a month or less, as shown in Table 47. Although these youngsters are unskilled and employed at low income levels, the data in Table 48 show that the majority of those employed indicated they liked their jobs. Some of these attitudes are related to the recency of leaving school. Yet, the high incidence of unemployment and of unskilled jobs is not an encouraging sign.

As might be expected, the vast majority of these dropouts (as shown in Table 49) are living with their parents. The data in Table 50 show job placement to have been a haphazard affair with only 1% seeking and receiving help from an employment service. Examination of Table 51 indicates that school made very little difference in their present employment.

Table 52 shows that 50% of the total number of dropouts sampled, transferred within the District during the school year 1965-1966. Some of these transfers resulted from the redistricting that took place during the summer of 1965. It was not possible for the DIRE staff to ascertain from the records whether each transfer was voluntary or involuntary. From the student's viewpoint, the cause of the transfer in no way related to the kind of adjustment made. Students whose parents had moved to a new neighborhood complained just as frequently of their adjustment problems as the students who had been transferred involuntarily. The problem is especially acute when the transfer is effected in mid-year, particularly if the student becomes disoriented regarding the continuity of class assignment.

An additional 12% transferred into the system. This means that 62% of the total number of dropouts experienced some type of transfer during the past academic year. The issue must not be confused; this is not to be taken as an argument against redistricting when it is deemed necessary. Emphasis should be placed on recognition of the problem by all school personnel and various measures designed to offset the effects of inter-system transfers. Possible approaches to the problem include orientation sessions for all new students, conferences with parents, and close supervision of the students during the period of adjustment.

In general, the information elicited during interviews with these 145 dropouts does not lead to the hope that a majority will be able to provide useful, fulfilling lives for themselves and their families, or that they will be participating citizens of the community. Equally disturbing is the lack of effect the school seems to have had on each of them.

DROPOUT SAMPLE*

Table 24: Grades From Which Students Left School

<u>Grade</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
7	9	1	5	1	14	1
8	58	8	27	7	85	8
9	139	19	32	8	171	15
10	236	33	120	29	356	32
11	174	24	137	33	311	28
12	98	14	88	22	186	17
Total Sampled	714		409		1,123	

Table 25: Ages At Which Students Left School

<u>Age</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
12	0	0	1	0	1	0
13	0	0	1	0	1	0
14	3	0	3	1	6	1
15	28	4	21	6	49	5
16	282	41	156	41	438	41
17	206	30	125	33	331	31
18	118	17	61	16	179	17
19 or Older	44	6	13	3	57	5
Total Sampled	681		381		1,062	

*In the totals shown of the number of dropouts sampled, there are some variances among tables, due to lack of specific data in source records. Also, on questionnaire items, variances occur because of multiple responses and/or non-responses.

DROPOUT SAMPLE

Table 26: Annual Average Days Absent

<u>Days Absent</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
0-4	9	1	12	3	21	2
5-9	33	5	11	3	44	4
10-14	49	7	32	8	81	7
15-19	71	10	46	11	117	11
20-24	89	13	64	16	153	14
25-29	104	15	49	12	153	14
30-34	81	11	43	11	124	11
35-39	81	11	34	8	115	10
40-44	48	7	36	9	84	8
45-49	45	6	19	5	64	6
50-54	29	4	18	4	47	4
55-59	23	3	18	4	41	4
60 or More	46	5	22	5	68	5
Total Sampled	708		404		1,112	

Table 27: Elementary Grades Failed

<u>Grades Failed</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No Failure	160	22	106	26	266	24
Grades 1-3 Once	89	12	40	10	129	11
1-3 Twice/More	6	1	4	1	10	1
Grades 4-6 Once	43	6	19	5	62	6
4-6 Twice/More	2	0	0	0	2	0
1-3,4-6,Once Each	8	1	2	0	10	1
1-3 Once,4-6 Twice/More	0	0	0	0	0	0
1-3 Twice/More,4-6 Once	0	0	0	0	0	0
1-3 & 4-6 Each Twice/More	0	0	0	0	0	0
No Information	408	57	235	58	643	57
Total Sampled	716		406		1,122	

DROPOUT SAMPLE

Table 28: Relative Success In Specific Course Work

<u>Courses</u>	<u>Total Number Taken</u>	<u>Percent Passed</u>
Art	920	96
Business Education	361	57
English	902	61
Foreign Language	156	38
Homemaking	366	79
Industrial Arts	612	75
Mathematics	1,052	52
Music	907	82
Physical Education	1,037	78
Science	894	63
Social Studies	890	67
Vocational Education	105	77
Core	799	72

Table 29: Verbal Intelligence Test Rank

<u>Percentiles</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
90-99	42	8	24	8	66	8
80-89	47	9	39	13	86	10
70-79	42	8	27	9	69	8
60-69	38	7	24	8	62	7
50-59	45	9	33	11	78	9
40-49	45	9	28	9	73	9
30-39	57	11	26	8	83	10
20-29	64	12	46	15	110	13
10-19	57	11	27	9	84	10
1-9	84	16	35	11	119	14
Total Sampled	521		309		830	

DROPOUT SAMPLE

Table 30: Non-Verbal Intelligence Test Rank

<u>Percentiles</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
90-99	39	9	22	9	61	9
80-89	33	8	19	8	52	8
70-79	43	10	29	19	72	11
60-69	25	6	19	8	44	7
50-59	51	12	25	11	76	11
40-49	48	11	29	12	77	12
30-39	37	9	25	11	62	9
20-29	64	15	22	9	86	13
10-19	45	10	21	9	66	10
1-9	48	11	23	10	71	11
Total Sampled	433		234		667	

Table 31: Reading Comprehension Rank

<u>Percentiles</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
90-99	18	4	11	5	29	5
80-89	18	4	17	8	35	5
70-79	16	4	19	8	35	5
60-69	26	6	17	8	43	7
50-59	25	6	15	7	40	6
40-49	35	8	9	4	44	7
30-39	43	10	33	15	76	12
20-29	75	18	35	16	110	17
10-19	79	19	33	15	112	17
1-9	82	20	35	16	117	18
Total Sampled	417		224		641	

DROPOUT SAMPLE

Table 32: Arithmetic Concepts Rank

<u>Percentiles</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
90-99	35	8	18	8	53	8
80-89	35	8	21	10	56	9
70-79	27	7	19	9	46	7
60-69	48	12	19	9	67	11
50-59	44	11	17	8	61	10
40-49	44	11	20	9	64	10
30-39	23	6	20	9	43	7
20-29	51	12	25	11	76	12
10-19	63	15	36	16	99	16
1-9	42	10	25	11	67	11
Total Sampled	412		220		632	

Table 33: Arithmetic Problems Rank

<u>Percentiles</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
90-99	23	6	17	8	40	6
80-89	50	12	30	14	80	13
70-79	13	3	15	7	28	4
60-69	22	5	12	6	34	5
50-59	64	16	25	11	89	14
40-49	42	10	18	8	60	10
30-39	44	11	18	8	62	10
20-29	37	9	18	8	55	9
10-19	62	15	46	21	108	17
1-9	53	13	19	9	72	11
Total Sampled	410		218		628	

DROPOUT SAMPLE

Table 34: Years In System

<u>Years</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1	80	11	39	10	119	11
2	45	6	25	6	70	6
3	46	6	41	10	87	8
4	83	12	40	10	123	11
5	67	9	44	11	111	10
6	44	6	28	7	72	6
7	34	5	15	4	49	4
8	23	3	10	2	33	3
9	31	4	18	4	49	4
10	68	9	38	9	106	9
11	92	13	53	13	145	13
12	63	9	42	10	105	9
13	29	4	10	2	39	3
14	12	2	3	1	15	1
Total Sampled	717		406		1,123	

Table 35: School Activities

<u>Type of Activity</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No participation indicated on school records	472	66	267	66	739	66
Low Level Participation	230	32	128	31	358	32
Activity but Negative	0	0	0	0	0	0
Some, Minor, Positive	5	1	4	1	9	1
Considerable Positive	8	1	8	2	16	1
Total Sampled	715		407		1,122	

DROPOUT SAMPLE

Table 36: Curriculum

<u>Programs</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Academic	91	13	42	10	133	12
General	490	69	195	48	685	61
Commercial	5	1	39	10	44	4
Vocational	26	4	2	0	28	2
Academic to General	28	4	12	3	40	4
Academic to Commercial	2	0	14	3	16	1
Academic to Vocational	2	0	0	0	2	0
General to Academic	12	2	5	1	17	2
General to Commercial	25	3	63	15	88	8
General to Vocational	13	2	2	0	15	1
Commercial to Academic	0	0	0	0	0	0
Commercial to General	6	1	19	5	25	2
Commercial to Vocational	0	0	0	0	0	0
Vocational to Academic	0	0	0	0	0	0
Vocational to General	3	0	0	0	3	0
Vocational to Commercial	0	0	0	0	0	0
More Than 2	12	2	15	4	27	2
Total Sampled	715		408		1,123	

Table 37: Interview Sample By Sex

	<u>Males</u>	<u>Females</u>	<u>Combined</u>
Number Interviewed	79	66	145

DROPOUT SAMPLE

Table 38: Reason For Leaving School

<u>Reasons</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Did not like school	19	24	24	36	43	29
Trouble with school personnel	34	43	14	21	48	33
Trouble with classmates	4	5	7	11	11	7
Courses did not meet my needs	12	15	10	15	22	15
Illness	6	8	13	20	19	13
Failure	39	49	20	30	59	40
Lack of money	10	13	5	8	15	10
Found a job	1	1	0	0	1	1
Family problems	13	16	13	20	26	18
Other	8	10	18	27	26	18

Table 39: Did You Discuss Plans To Withdraw With Anyone At School?

<u>Person Contacted</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No One	32	41	33	50	65	45
Principal	9	11	3	5	12	8
Guidance Counselor	27	34	19	29	46	32
Teacher	0	0	1	1	1	1
Coach	0	0	0	0	0	0
More than one of above	7	9	7	11	14	10
Other	3	4	2	3	5	3
No Information	1	1	1	1	2	1
Total Sampled	79		66		145	

DROPOUT SAMPLE

Table 40: Did You Discuss Plans To Withdraw With Anyone At Home?

<u>Person Contacted</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No Information	1	1	1	1	2	1
No One	15	19	11	17	26	18
Parents	50	63	44	67	94	65
Brother or Sister	4	5	1	1	5	3
Friends	0	0	1	1	1	1
Relative	1	1	1	1	2	1
More than one of above	7	9	1	1	8	7
Other	1	1	6	11	7	6
Total Sampled	79		66		145	

Table 41: Who Was Most Influential In Your Deciding To Withdraw?

<u>Person</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No One	47	60	52	79	99	68
Parents	3	4	6	9	9	6
Brother or Sister	1	1	0	0	1	1
Friends	2	2	3	5	5	3
Relative	1	1	0	0	1	1
More than one of above	4	5	0	0	4	3
School Personnel	18	23	3	5	21	14
Other	3	4	2	3	5	3
Total Sampled	79		66		145	

DROPOUT SAMPLE

Table 42: Did Anyone Discourage You From Withdrawing?

<u>Person</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No One	14	18	21	32	35	24
Family	17	22	17	26	34	23
Friends	7	9	4	6	11	8
School Personnel	11	14	4	6	15	10
Other	3	4	0	0	3	2
Combination of Above	27	34	20	30	47	32
Total Sampled	79		66		145	

Table 43: If You Returned To School, Which Curriculum Would You Prefer?

<u>Curriculum</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No Response	0	0	2	3	2	1
Not Interested	7	9	5	8	12	8
College Preparation	19	24	7	11	26	18
Clerical Training	6	8	4	6	10	7
Secretarial	0	0	12	18	12	8
Vocational	22	28	15	23	37	25
Homemaking	0	0	1	1	1	1
General	23	29	18	27	41	28
Other	2	3	2	3	4	3
Total Sampled	79		66		145	

DROPOUT SAMPLE

Table 44: If You Returned To School, On Which Basis Would You Prefer To Attend?

<u>Attendance Basis</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No Response	0	0	0	0	0	0
Not Interested	11	14	6	9	17	14
Full-Time	26	33	20	30	46	31
Part-Time	24	30	17	26	41	27
Co-op	18	23	23	35	41	29
Total Sampled	79		66		147	

Table 45: What Kind Of Work Are You Now Doing?

<u>Occupation</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Professional, Technical	1	1	0	0	1	1
Manager, Proprietors	0	0	0	0	0	0
Clerical	3	4	5	8	8	5
Sales	3	4	5	8	8	5
Craftsmen	3	4	0	0	3	2
Operatives	8	10	1	1	9	6
Household Workers	0	0	0	0	0	0
Service Workers	5	6	5	8	10	7
Laborers	22	27	2	3	24	16
Military Service	1	1	0	0	1	1
Farming	1	1	0	0	1	1
Unemployed-Seeking Work	21	26	13	20	34	23
Not Employed-Not Seeking work - or Housewife	11	14	35	54	46	32
Total Sampled	79		66		145	

DROPOUT SAMPLE

Table 46: What Is Your Monthly Salary Range In Current Job?

<u>Salary Range</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Unemployed	32	40	48	72	80	55
Less than \$200 per month	7	9	9	14	16	11
\$200 - \$300 per month	17	22	7	11	24	17
\$300 - \$400 per month	11	14	2	3	13	9
\$400 - \$500 per month	5	6	0	0	5	3
Over \$500	7	9	0	0	7	5
Total Sampled	79		66		145	

Table 47: Do You Consider Current Salary Adequate?

<u>Adequacy of Salary</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Does not apply(unemployed)	32	40	48	72	80	55
Yes	38	48	13	20	51	35
No	9	11	5	8	14	10
Do not know	0	0	0	0	0	0
No Response	0	0	0	0	0	0
Total Sampled	79		66		145	

Table 48: How Do You Like Your Job?

<u>Job Satisfaction</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Not Employed	32	40	48	72	80	55
Very Well	26	33	11	17	37	25
O.K.	17	22	7	11	24	17
Do not know	3	4	0	0	3	2
Dislike	0	0	0	0	0	0
Strongly Dislike	0	0	0	0	0	0
No Response	1	1	0	0	1	1
Total Sampled	79		66		145	

DROPOUT SAMPLE

Table 49: With Whom Are You Now Living?

<u>Living With</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Mother and/or Father	69	85	53	80	123	84
Other relative (not husband or wife)	3	4	3	5	6	4
Husband or Wife (no other adults)	2	3	6	9	8	5
Husband or Wife and other adults	2	3	3	5	5	3
Alone	0	0	1	1	1	1
Group Quarters	1	1	0	0	1	1
No response	1	1	0	0	1	1
Lodger or partner	1	1	0	0	1	1
Total Sampled	79		66		145	

Table 50: How Did You First Hear Of Your Present Job?

<u>Job Source</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Not employed	32	40	48	72	80	55
Friend	20	25	3	4	23	16
Relative	16	20	9	14	25	17
Newspaper Ad	1	1	2	3	3	2
U.S. or State Employment Service	0	0	1	2	1	1
Private Employment Agency	0	0	0	0	0	0
Other	9	11	3	4	12	8
No response	1	1	0	0	1	1
Total Sampled	79		66		145	

DROPOUT SAMPLE

Table 51: Has What You Learned In School Helped You In Your Present Job?

<u>School Learning Useful</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Not Employed	32	40	48	72	80	55
Yes, very much	7	9	5	8	12	8
Yes, a little	22	28	6	9	28	19
Do Not Know	0	0	0	0	0	0
No	17	22	4	6	21	14
No response	1	1	3	4	4	3
Total Sampled	79		66		145	

Table 52: Transfers, Past Year

<u>Type of Transfer</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Within District	359	51	198	49	557	50
Into District	86	12	47	12	133	12
Previous Years	265	37	163	40	428	38
Total Sampled	710		408		1,118	

CHAPTER VIII

COMPARISON OF DROPOUTS AND POTENTIAL DROPOUTS

The information gathered about these two groups shows them to be remarkably similar to each other, and similar to other groups of dropouts. Perhaps the most outstanding factor was the high percentage of both groups with at least average ability. The dropouts had slightly higher ability than the potential dropouts and also higher than another group reported in the literature.

The absentee rate of dropouts was higher than that of potential dropouts, and slightly fewer dropouts were doing passing work than potential dropouts. A correlation was attempted on the performance of potential dropouts who had experienced failure in grades 1 through 3 with their performance in secondary school. Comparison of the results of this group with the total group showed no significant differences.

Both potential dropouts and dropouts were non-participants in school activities and a substantial number of both groups did not like school. These findings correspond with those of the Illinois study, and with others.

The fact that a majority of the dropouts were enrolled in six large high schools, and that the dropouts from these schools complained somewhat bitterly about the size of the student population, is a further indication that school size is a factor in students' decisions to leave. It is disturbing that so many youngsters in both groups felt no one in the schools had any interest in them.

Potential dropouts indicated overwhelming desires for a curriculum which would prepare them for an occupation, and only 7% indicated a preference for the general curriculum. Dropouts who were interviewed expressed similar preferences. Yet, 61% of the dropouts were in the general curriculum at the time they left school, and only 6% in occupationally related programs. In a related statement, 40% of potential dropouts were perceptive enough to say they felt the school was not meeting their needs, an assertion which seems to be supported by their answers to other questions, as well as by the decision of dropouts to leave school.

In view of the foregoing information, it is disturbing to note the high rate of failure in business education, an occupationally related area. It is also disturbing to note the trend of potential dropouts toward unskilled labor, and even more disturbing to see this rate confirmed among dropouts. The demand for unskilled labor in Prince George's County is decreasing, as shown in the recent employment survey. The continuation of youngsters leaving school with no employable skills will lead only to an increase in unemployment with its attendant problems.

The information gathered and examined about potential dropouts and dropouts in Prince George's County indicate that at least half of the youngsters studied could have been, and may yet be salvaged by changes within the existing school program. There will be, quite obviously, those who will require special programs and special treatment. However, it would appear that a majority of these youngsters can function in a school program which has some meaning for each of them.

CHAPTER IX

STUDENT INTERVIEWS

Private interviews with both the potential dropouts and dropouts were structured to provide uniform data from pre-selected criteria. Because standardized questions are not always consistently valid and might omit desirable survey information, a narrative evaluation by the interviewer was appended to each questionnaire. Although these evaluations are subjective, they do serve to complement the objective information gathered and aid in acquiring knowledge of individual characteristics not otherwise measurable.

Recognizing that each student is an individual with problems common to his age group and others that are uniquely his own, interviewers attempted to obtain additional pertinent data, not reflected by the questionnaires. The latter furnish cold data; the narratives reveal the individual human being.

In the school interview situation, care was exercised to avoid labeling the student as a potential dropout and to provide an atmosphere to enable the interviewers to move in and out of the school without the student body becoming aware of their presence.

Youngsters to be interviewed were selected by the counselors in each school, based on selection criteria derived from DIRE staff analysis of similar studies in other school districts. From this student base, a random sample was selected for personal interviews.

Interviews of dropouts were scheduled in their homes, at work, in drug stores, and coffee shops -- wherever and whenever it was convenient

to the youngster. Anxious parents were not excluded from the interview. The data are confined to the attitudes and opinions of the students -- parental attitudes and conflicts are merely recorded in the narrative. Some parents were critical of the schools, some were puzzled, confused and hurt, but underlying these attitudes, was a deep concern for their children and their future. Once the nature of the project was understood, most parents expressed keen interest and approval of its purpose.

In analysis, the narratives reflect an unusual degree of student cooperation and willingness to discuss academic and personal problems. However, a comparison of the narratives of potential dropouts and dropouts, reveals that the school based interview evoked some inhibitions. Dropout interviews are more comprehensive, offer greater depth on personal and home problems and suggest the real academic difficulties with the total school experience.

It is interesting to note that on initial telephone contact with parents of dropouts, the response was usually hostile and suspicious. Once the objectives were explained, these parents became cooperative and eager for the opportunity to be heard. The same applies equally to the youngsters. Whatever the situation, the interviewers carefully refrained from passing judgement or expression of opinions. They maintained their posture of listening and gathering data.

Often it was necessary to convince distraught parents that the interviewers were not counselors, nor was it permissible to offer individual help. Although many dropouts were in obvious need of assistance, most never asked for it, except for an occasional request concerning registration procedures for night school.

No attempt was made to corroborate the narrative information. Since the objective was to elicit individual attitudes, reactions, and insights, imagined grievances or problems were as important as verified facts. In some cases, these suggested the true problem. Two subjective judgements can be stated from dropout interviews: first, an apparent failure by the student to see himself and his school in a growth perspective; and second, the given dropout reasons were oriented more toward the school environment they left rather than against education per se.

Parental criticism of the schools was generally limited to poor teachers and conflicts with the administration. While parents related student boredom and failure to the teachers, the pupils related these to a wider spectrum: teachers, subject matter, and their individual capabilities. However, if a student had expressed an extreme dislike for a particular teacher, it was generally predictable that this teacher taught the subject he was failing or the one he liked least. This was true with both the potential dropouts and the dropouts.

The data indicate a correlation between "subject failed" and "subject liked least." This is not to be taken as a simple cause and effect relationship. Any explanation from the pupil usually involved a personal conflict with the teacher, a criticism of methods, failure to understand what they were studying or why, boredom because it was repetitious, and lastly the conviction that they were incapable of performing in a particular subject area.

Over and over again students, both in and out of school, voiced the complaint that in English and History courses, they were learning nothing new - merely repeating what they had previously learned. Students

complaining about History felt that it was useless and ridiculous to study the past and saw no relationship between the subject matter and their roles as responsible citizens.

Bearing in mind that there are as many individual variations to a problem as there are individuals, nevertheless, some areas can be categorized and certain patterns discerned.

In the large schools there is a loss of personal identity, and a corresponding feeling of the necessity to conform to a rigid system which permits no flexibility to meet individual problems and needs. In all large schools sampled, the students felt that neither the teacher nor the administration had the time to consider or to understand their individual needs. Not only were they not encouraged to stay in school, but they also felt no attempt was made to find a compromise solution to their problems. In addition to those suspended or excluded, many dropouts stated the school staff had suggested they leave and seek a job. Others felt one more dropout meant nothing to a school that was already too large. Even eliminating the small percentage identified as behavior problems, there is still a larger percentage that represents no threat to the school, but for which the administration has not been able to provide a meaningful reason for continuing.

The loss of identity is even more acute in the case of the transfer student. The larger the school, the more difficult is the transition. Very few of the dropouts interviewed could verbalize the real causes of their transfer frustrations. They often cited the more apparent reason, "I just didn't like school." When questioned further, unfavorable comparisons between the new and the former school would be offered. For the youth,

the acceptance or non-acceptance of the group, the lack of recognition, the feeling of not belonging added to whatever personal problems he brings, results in a traumatic experience. This is not necessarily true for the high achiever, but for the average or border line student, the intensified competition for grades further increases the burden. During this period of isolation, he begins to withdraw academically as evidenced by his lack of interest, triggering the truancy-failure cycle which ultimately results in his physical withdrawal.

Other significant comments relate to the serious lack of communication between school personnel and students, and school and home, especially regarding the availability of home instruction and enrollment in evening school programs. Some girls who had withdrawn on a W-10 (physical illness-pregnancy) complained they were not informed by the school staff of their eligibility for home study. They reported that later requests for home study were denied on the basis that they had already withdrawn. In the case of a senior, this in effect closed the door, since seniors cannot enter the evening high school in mid-semester. In general, these overall comments appear to be consistent, and seem to suggest the need for careful follow-up of such withdrawals.

Questions which generated enthusiasm on the part of the potential dropouts were those related to the co-op plan and vocational education. There was an overwhelming desire on the part of the non-college bound students to participate in Work-Study Programs. They were intensely interested in learning vocational skills in addition to the required basic academic skills. Many pupils expressed deep disappointment or resentment because they had applied for and had been refused admission to the existing

vocational programs. The responses of the dropouts regarding vocational education were similar in pattern. There was a greater preference shown for the general curriculum, but only because the dropout nearing graduation often felt committed to the curriculum in which he was enrolled. Any change meant a loss of credit and a further postponement of his diploma.

From the student's point of view, discipline in many of the schools was too harsh, minor infractions often resulted in major punishment, suspension. The letter of the law was observed with no consideration for the student's intent or the individual circumstances involved. In the larger schools, they felt even more harassed by countless rules and regulations. They would like a voice in their student government. The existing Student Councils, they felt, exist in name only. The students were not extreme in their opinions. They were equally critical of the lack of discipline in some classrooms.

Some students, described by school authorities as behavior problems, had spent countless hours in the principal's office for such minor offenses as being late to class. Students feel once they have been involved in a conflict with the administration, they become suspect in every situation and every classroom.

The dropout who returns to school faces an even more hazardous situation. His contemporaries - his friends - are no longer with him, but the stigma of being a dropout is. This usually represents his last serious attempt to receive an education within the public school system.

Many have entered the military as a means of continuing their education. They find the discipline firm but just. But, even more important

is the feeling that they are being treated as individuals in spite of the conformity to a regimen. As a result, they also develop a strong feeling of self-respect and confidence.

Others have entered private schools in an attempt to learn a specialized skill. For those whose families cannot afford the financial burden of private schooling, there are jobs - often below the minimum wage level with no prospect for advancement.

Within both groups interviewed, youngsters recognized many of their own shortcomings, blaming themselves for being lazy, and not trying. Some related their school problems to problems at home. With the dropouts, car ownership was a definite factor. In the space of a few months their perspective had changed.- the automobile they had viewed as a necessity, they now realized had become a liability. Parents had consented to the purchase, with the stipulation that the payments would be the youngster's responsibility. The part-time job became a necessity to support the car. At the same time - the car created a new found mobility, not only for skipping school but for after school activities as well. This enhanced the truancy-failure-withdrawal cycle.

A review of the student evaluations leads to four basic conclusions related to educational activities -

1. A curriculum deficiency:

The overwhelming majority of the pupils interviewed recognized the need for a high school education but were not made aware of sufficient cogent reasons to remain. Often the reverse was true. Bored and frustrated in their attempts to enroll in the courses they needed,

they dropped out because they believed they were wasting their time, and had been told so by school authorities. This is accompanied by a massive sense of failure. These are pupils of average intelligence and should have been served more fully by the school.

2. A teacher deficiency:

The data gathered from all sources indicate the importance of this factor. Realistically, it cannot be separated from the curriculum deficiency. A carefully planned curriculum, with courses devised to be meaningful to the youngster requires teachers who themselves believe in the relevance of the subject. They must also be able to relate course content to the life of the student. Too many pupils viewed learning only as a means to a better job.

3. A counseling deficiency:

Throughout all the interviews, pupils indicated a reluctance or inability on the part of school administrators and guidance counselors to improve the holding power of the schools. The prevalent attitude was that conferences with counselors were for scheduling or to listen to a standard lecture. They felt it was an exercise in frustration to seek a solution to their problems through the guidance office. Sympathy was offered but real help was blocked by rigid rules and regulations. They recognized that rules were necessary, but the rigidity with which they were enforced under extenuating circumstances was beyond their comprehension.

4. An administrative deficiency:

Basic to the problem is a relatively high degree of inflexibility in

philosophy, scheduling and the lack of communication in whatever direction. This coupled with the approach of fitting youngsters to programs, rather than vice versa, leads to further disenchantment with school.

These areas are interrelated, and a deficiency in one cannot help but weaken the structure of another. Mutual respect, understanding and communication are needed not only with the students, but within the entire framework of the district, to meet the demands of quality education.

CHAPTER X

RECOMMENDATIONS

A study of the problem presented by youngsters who drop out of school cannot help but raise issues broader than the immediate problem. So, it has been with this study. The most immediate question which has arisen has been whether the schools have any responsibility beyond the confines of the school. A second immediate question has been what can the schools do for youngsters whose problems seem to come from without the school. Related to these is the question: Can the schools provide high quality education for all the youngsters who come to them?

The Responsibility of the Schools

In 1916, John Dewey published Democracy and Education in which he established the position that it is the responsibility of the public schools to provide an education for all the children who are enrolled. Since that time, for better or worse, educators have struggled to accomplish this purpose. In the face of the overwhelming number of youngsters, the entrenched position of "academic" teachers, the lack of teachers with the vision, imagination, and education necessary to develop and teach new programs, and the lack of understanding on the part of the public about the nature of the changes taking place in public education, the public schools have been able to do little more than house their charges. The resulting hodge podge of additions in curriculum that have been grafted on to the academic high school of 1900 creates the attitude that there are few systems which have achieved the balance necessary to develop a truly comprehensive high school.

The basic problem resides in the fact that the general public and educators are not sure of what to expect of our schools. The simplest job of all is the preparation of young people for college, for that is the goal of many parents, and in a sense, college is a continuation of secondary school education, although on a higher plane. For these young people, the usefulness of what they were taught in secondary school is deferred until after college, when it is assumed that a college education is the foundation of their lives. In contrast, for the youngster who is graduated from a vocational program, the value of what he was taught in relation to his immediate life after school is easily determined. Youngsters who complete the vague, general program have difficulty in relating what they learned in school with the lives they lead after leaving school. Research has shown that there is very little economic difference between lower class boys who are graduated from a general curriculum in high school and lower class boys who drop out of school. It may be assumed that the difference made in the rest of their lives would be equally slight.

Recent research has demonstrated that vocationally prepared high school graduates fare better economically than graduates of a general high school curriculum. As reported in the March 1966 issue of the American Vocational Journal, a recent nation-wide follow-up study, conducted by the American Institute for Research, illustrated the worth of vocational education. The study surveyed the occupational and educational careers of over 10,000 high school level vocational T&I (Technical and Industrial) graduates selected from 50 vocational schools and 50 comprehensive schools. The study compared careers of the T&I graduates with those of 3,500 graduates of the

general course from the same comprehensive schools. It was shown that after two, six, and eleven years out of school, the vocational graduates, when compared with general course graduates who did not go to college, had better accumulated earnings, greater employment security, greater job satisfaction, and comparable job mobility.

Moreover, the vocational course graduates found full-time jobs substantially sooner than the general course graduates. These research findings, based on a national sample, confirmed and emphasized that vocational education is a sound choice for those who do not plan careers requiring a college education.

Community Activities

It is quite obvious that the determination of objectives for the public schools is not a job which should be left to the schools alone. The first recommendation of this project is that the Prince George's County Public Schools assume a leadership role in forming a county organization of community groups concerned with youth. The nature of Prince George's County is that of a typical, growing suburban geographic area. As far as can be determined, there is no community of interest in the county except that which resides in the county government.

With the information provided about the community groups, it should be possible to establish a county wide organization which would be concerned not necessarily with programs in the public schools, but most dominantly with employment and recreational opportunities in the county, police problems with youth, and opportunities for youth to make useful, positive contributions to the communities of the geographic area in which they live. This

organization could also serve as a focal point for the education of parents about new programs instituted for their children. This organization should by no means be considered the creature of the public schools, but if it is brought into being, leadership will have to be given to the effort by the public schools, even to the extent of employing a person to serve as coordinator. Only in the event of positive direction will such an organization prove useful.

Curriculum Decisions

Within the schools, basic decisions have to be made about the curriculum. It needs to be broadened; what is already there must be revised to meet the abilities and needs of all the students, and the machinery for curriculum development and revision of course of study materials must be kept flexible enough to encourage initiative within each local school. Such an undertaking in its entirety is beyond the scope of this study. However, it is recommended that the SPAN proposal be revised and resubmitted to the United States Office of Education. In addition, it is recommended that an additional administrator or Vice-Principal be appointed in each secondary school to provide leadership and coordination of a program designed to do basic research, enrichment and diversification of curriculum, course content, teaching methods and materials.

Any program designed to improve the offerings of the public schools, and therefore to reduce the number of dropouts, depends for success on the understanding and cooperation of the people who will develop and operate it. Therefore, it is recommended that an in-service program designed to develop understanding as to the nature of dropouts be instituted. Related topics of

concern should include the nature of the learning process, urban sociology as it relates to Prince George's County, new ideas in teaching, new ideas in curriculum and the role of the school in providing services and education to understand the problem and how to attack it.

In-Service Activities

Leadership seminars should be established for administrators to consider not only the topics set forth above, but also the nature of the children who attend their schools, and how to provide the help teachers need in making provisions for all the children they teach in one day. Similarly, in-service education programs should be established for guidance counselors and teachers. The program should be concerned with understanding the nature of potential dropouts, dropouts, and with ways and means of bringing teachers more directly into the guidance process in an effort to alleviate that problem and to make teaching more vital and to provide more direction toward meeting the problems of the individual youngster.

In education, success or failure depends on the teacher's ability to be effective in understanding young people and their learning problems. The success of the effective teacher may well be related to the amount of time he spends with the same youngsters. It is reasonable to assume a high degree of correlation. Therefore, it would be appropriate to consider the institution of programs using this approach in grades 8 through 12. If this should be done, a proposal for a Federal grant to measure the effectiveness of these programs might be obtained. As an important part of these programs, and as a result of the effectiveness of the increased time period, teachers should become more active in the guidance function of the school,

and guidance counselors should be used as resource people for both students and teachers.

As a corollary to this teacher-guidance approach, much attention can also be given to youngsters through the use of a special individual work period--staggered to a different time each week. Students in need of special or remedial help should be encouraged to seek the help of teachers during this period. Quite obviously, this should not be an attempt to add to the job of people who already have enough to do, but rather to make more effective use of the knowledge about youngsters acquired by the people who have daily contact with them.

In planning in-service programs of this kind, it would be wise to consult an unpublished doctoral study done at the George Washington University by Henry York entitled, A Study of Teacher In-Service Education Programs in the Fairfax County, Virginia School System for the School Year 1964-65. The findings, conclusions, and recommendations made about a system similar in size and problems to Prince George's County should be most pertinent.

Special Programs

To deal more specifically with the problem of youngsters who are not successful in school and consequently leave school, remedial reading teachers as well as developmental reading teachers should be provided in all secondary schools commensurate with the needs of the youngsters in the individual schools, and the number of youngsters requiring special help.

Basic to the problem of the slow learner is the need for special materials and techniques geared to their abilities and needs. These youngsters would also profit more if class size were reduced to 15 or 20. It is

therefore recommended that a proposal be prepared under Title I, ESEA, 1965 for a project PREP (Pupil Remedial Education Program) designed to develop, administer and evaluate this approach at the junior high level.

A program designed to follow this one in sequence, for youth identified as potential dropouts at the senior high school level should be developed, and the DIRE staff recommends that a grant be sought to develop this aspect of the program to reduce dropouts under the title READY (Remedial Education Adapted for Dropout Youth). This program would offer opportunities to prepare for life at a level consistent with the ability and interests of the students involved.

For greater occupational competency for the slow learner, the potential dropout and the school-disenchanted youth, it is recommended that a guidance oriented Special Curriculum Occupational Orientation Program (SCOOP) be organized. The program should be flexible in design to provide orientation to employment, employment similar to that found in work-study programs, remedial courses designed to improve basic academic skills, and guidance to keep the youngsters in school. This program should be offered to qualified youngsters in each secondary school. Criteria should be established on the basis of indicated potential for dropout, academic failure, and related data, and not on the basis of grade level.

As a corollary to these recommendations, steps should be taken to broaden the range and level of books available in the library with the addition of considerably more materials for slow readers. The student population in each school should be the determining factor as to the number and type of such books per student. This ratio should be at least 8:1 in each

secondary school. This should be an immediate objective. The ultimate goal should be at least a 10:1 ratio. Thought should also be given to enlarging library space when the rest of the building is significantly enlarged, and ways should be found to keep libraries open after school and in the evenings, and to encourage youngsters to use these facilities. The resources of the county libraries are not adequate to handle the volume and type of work students should do in a library.

A coordinated, graduated series of special education classes should be provided in each secondary school commensurate with the needs of the individual school. Ways should be sought to free special education teachers from major reliance on the usual classroom methods. They should have the freedom to adopt whatever methods work best with the level of youngsters involved. It will be necessary for the County to accept the responsibility for the development of new materials and improved techniques for present programs and new vital, imaginative and effective programs.

To work with youngsters on a higher level than that of special education, it is recommended that a school similar to the Croome School be established to serve the northern end of the county. There are a considerable number of youngsters who can profit from the type of imaginative occupational program currently in progress at Croome School. If such schools are allowed to continue to develop a flexible program of learning activities, they will provide a valuable service to youngsters who do not qualify for vocational schools.

Present Programs

It is further recommended that vocational programs be established in all high schools, and that the programs be varied so that all schools do not offer the same courses. Youngsters should be encouraged and permitted to enroll in vocational courses where offered, and selection determined on the basis of testing and evaluation rather than on the basis of academic grades.

More flexibility in curriculum in vocational education should be instituted. Youngsters should be permitted to enroll in vocational courses at a time deemed proper for providing them with adequate vocational training or vocational education. This will result in youngsters enrolling for this type of education for a period of one or two years, and not necessarily for a full three year sequence.

In order to accomplish this end, a new and imaginative approach to curriculum design is required. Course offerings should be designed to develop competence and skill as well as employability in those trades not now offered in the vocational schools. These course offerings should be directed toward those occupations requiring lesser skills, and skills that can readily be taught in a one or two year sequence.

The same approach should be applied to the commercial curriculum and to the same purposes. The curriculum should be sufficiently enriched to provide adequate training in the area of occupational information and continued employability. Young people leaving high school under any condition, be they dropouts or graduates, face a serious transition period. The transition from the "world of school" to the "world of work" is the most difficult

challenge facing high school youth. It is the responsibility of the schools to provide sufficient education to make this transition as smooth as possible.

All high schools should institute Diversified Occupations and Distributive Education Programs for juniors and seniors for credit, and Work-Study Programs should be introduced as early as the 10th grade or age 16. This would be in compliance with recommendations made by the State Education Department. The present practice of permitting only high school seniors to enroll in the Diversified Occupation Program should be modified to this end.

Many advantages accrue to a school district which offers a Diversified Occupations Program to youngsters. Not only do the youngsters profit by the experience of receiving vocational training in industry, and the opportunity of adjusting to the demands of industry, but also, the schools profit by providing an enriched curriculum experience, developing closer ties with the community, and reducing the number of dropouts, among other advantages.

Significantly, a basic purpose of this type of program is to provide limited vocational education in those occupational areas not served by the school district. As such, the Diversified Occupations Program should be developed on a broad base, encompassing as many trades as possible. A critical analysis of the trades served in the program should then be made to establish areas for new short, intensive course offerings to be added to the vocational curriculum in the high schools. Although, in the long run, this may operate to the detriment of enrollment in the Diversified Occupation Program, it will lead to greater benefit for the youngsters in school. Needless to say, the advantages far outweigh the disadvantages.

Broadened Guidance Program

One member of the guidance department of each high school should be certificated in vocational guidance, and assigned this task. The ratio of students to guidance counselors should be reduced to not more than 300:1 as recommended by the Maryland State Department of Education. The amount of time consumed in helping young people make career choices plus helping in college placement makes a higher ratio unrealistic.

The function of job placement for the non-college bound has become so complicated that it is recommended the County establish a single job-placement agency to serve graduates and non-graduates of the public schools. Whether such an agency is part of the public schools is immaterial, and its establishment should be one of the first major tasks of the organization of community groups.

It is recommended that means be found by the guidance people and the administrative staff in each school to develop and put into practice a program of arranging exit interviews with youngsters who are in the process of dropping out of school. If possible these exit interviews should be arranged as early as possible and should be structured to convince the youngsters of the need, importance, and necessity of remaining in school, to achieve a high school diploma or a high school certificate.

The data revealed a high percentage of youngsters who were transferred during the last academic year. This statistic is attributed to the usual factors of mobility plus the need for re-districting the schools. Regardless of the reason, other studies indicated transfer as a cause for dropout.

Therefore, it is recommended that a program be initiated in all secondary schools to meet this challenge. It is particularly important for the student transferring in to have an indoctrination program related to the particular school and a real effort must be made to involve the student in the school, to give him a sense of identity. For many youngsters, the transfer to a new school is almost identical to a loss of identity. This is not necessarily true of the high achiever, but for the borderline or low achiever, coping with a new school, the acceptance or non-acceptance of the peer group, together with other problems he has, is often enough to start the failure-truancy cycle leading to eventual withdrawal.

In order to relieve counselors of some of the burden of dealing with problems which have a scope larger than the individual schools can handle, it is recommended that the number of pupil personnel workers be increased to at least three times the present number, with an equal increase in the psychological services.

Special Education

It is further recommended that an area center be established for emotionally disturbed youngsters with adequate psychological counseling services and remedial help. The community group may be called upon to provide leadership, direction and manpower for this task. Action on these recommendations should free teachers and counselors to do their jobs better with the resources at their command. This center, which the DIRE staff calls Center for Rehabilitation and Education of the Emotionally Disturbed (CREED), would care for the more seriously disturbed youth.

In addition, there exists in Prince George's County a large number of school age youth who are emotionally disturbed to some extent. It is estimated that the total of these youngsters exceeds 3,000. Most of these young people are in attendance in local schools, but are neither receiving maximum benefits from their daily education, nor are they capable of doing so.

Serious consideration must be given to the problems posed by these youngsters. To provide facilities for all youngsters immediately would create serious financial problems for the County. It is therefore recommended that steps be initiated immediately to investigate the type of facilities required to house these youngsters in a proper school setting, and to provide a program of learning activities for them that would meet their needs. An immediate and possible solution would be to add a wing onto an elementary school for the sole purpose of educating children with emotional problems. This process, if successful, could then be applied again when building additions to elementary schools and continued until the housing and education problems of these youngsters are met. As a corollary to this approach the structures of many present elementary schools should be carefully examined to determine the feasibility of remodeling a wing or section to meet the same criteria for educating these youngsters.

Although the investigation of facilities could well be handled under the same grant as suggested for the CREED school, the immediacy of the problem suggests that action be taken now. Further delay in providing quality education for some of these children will only increase the severity of the problems to be faced by the schools in the next few years, while seriously limiting the present and future education of the youngsters.

Transportation

If the County could find ways of providing more transportation, the participation of students in more activities of the school and the library program suggested previously would be accomplished. Transportation of students from their home school to a vocational program in another school should increase participation in vocational programs. The current small enrollment in vocational programs indicates that transportation is a problem. Provision for a late bus for each secondary school would make possible the establishment of a supervised study period for those students in need of one. The late bus would also make possible the participation of more students in the extra-curricular activities of the school.

Home and Parents

The number of home teachers, or rather the number of teachers used for providing home instruction to youngsters in the Prince George's County Schools should be increased measurably. In addition, it is recommended that the Board, through whatever means they deem proper, develop a sound information program to advise students and families of the value of home instruction and the means of obtaining home instruction. The recommendation is based on interviews with students, discussions with members of the administrative staff of the Board of Education and other administrative personnel. It appeared during some of the interviews and discussions that sufficient information concerning home instruction and sufficient personnel were not available to accomplish the purposes of continuing education for youngsters who may be temporarily dislocated.

New means must be found to involve parents with schools, programs, and understanding of objectives in all secondary schools. One recommendation is to invite each parent into the schools for an individual conference with his youngster's teacher (home room, Core or special area). This should occur at least twice a year. Conferences should be scheduled during school hours with classes dismissed for one-half day and during evening hours for working parents.

It has been shown over and over again that students who drop out of school have little sense of identification with the school. Another recommendation has to do with increased student participation in the direction the secondary schools should take. Northwestern High School has introduced a Faculty-Student Senate in an effort to secure more active participation in policy making above the level of helping to determine social codes. It is further recommended that a faculty member be appointed as a Coordinator of Student Activities in each secondary school, responsible for developing new meaningful activities, vitalizing the student government function, and coordinating present programs.

Planning and Budgeting

Data gathered for this study reveal a relationship between the number of dropouts and school size. This counteracts other similar studies and leads to the conclusion that students have difficulty in identifying with the larger schools. Student interviews re-enforce this position. It is therefore recommended that in future construction programs, Prince George's Board of Education limit the size of senior high schools to 1500 students and junior high schools to 1000.

A study of the problems of any school district should provide solutions to existing problems as well as indicate areas of concern, both present and future. One area revealed during the investigation is concerned with finding the roots to existing problems. In order to complete the present DIRE investigation and to lend more significance to the recommendations contained in this report, a similar investigation should be conducted in the elementary schools of Prince George's County. A detailed explanation is contained in Appendix A.

Although the scope of this study does not include an analysis of the Board of Education's annual budget, some consideration must be given to this item. The Project DIRE team is fully cognizant of the fact that adoption of some of the proposed recommendations will increase the annual budget. The team is also acutely aware that such problems as:

1. Meeting the needs of the dropout
2. Meeting the needs of the potential dropout
3. Providing improved services for the emotionally disturbed youngsters,

more and improved educational materials and new and revised curriculum offerings. These will definitely increase the annual budget. The question then arises "Who shall supply these funds?" Some of the funds for improved and innovative programs can be supplied through Federal grants. The balance of the funds will have to be supplied by the people of Prince George's County through their representative county government, if progress is to be made. Progress in education can never be made by retaining the status quo.

Recommended Programs

The new programs suggested in this report have been developed with a two-fold purpose. Firstly, the programs were designed to provide quality education to youngsters and enrichment and remedial help as indicated and are directed toward helping not only the youngster who is emotionally disturbed but also the dropout and the potential dropout. While helping these youngsters, and providing the means to make their school experiences more meaningful, certain advantages must accrue to the entire school district. This leads to the second purpose, to acquaint teachers, counselors, and administrators with the goals and objectives of the program.

For a new program to have meaning to students, it is essential that the people directly concerned with operation and administration become familiar with the programs and understand the purposes and expected results. This applies equally to all professional staff members, and at all levels. As an outgrowth of this philosophy, it becomes necessary to provide programs of in-service education for teachers and administrators.

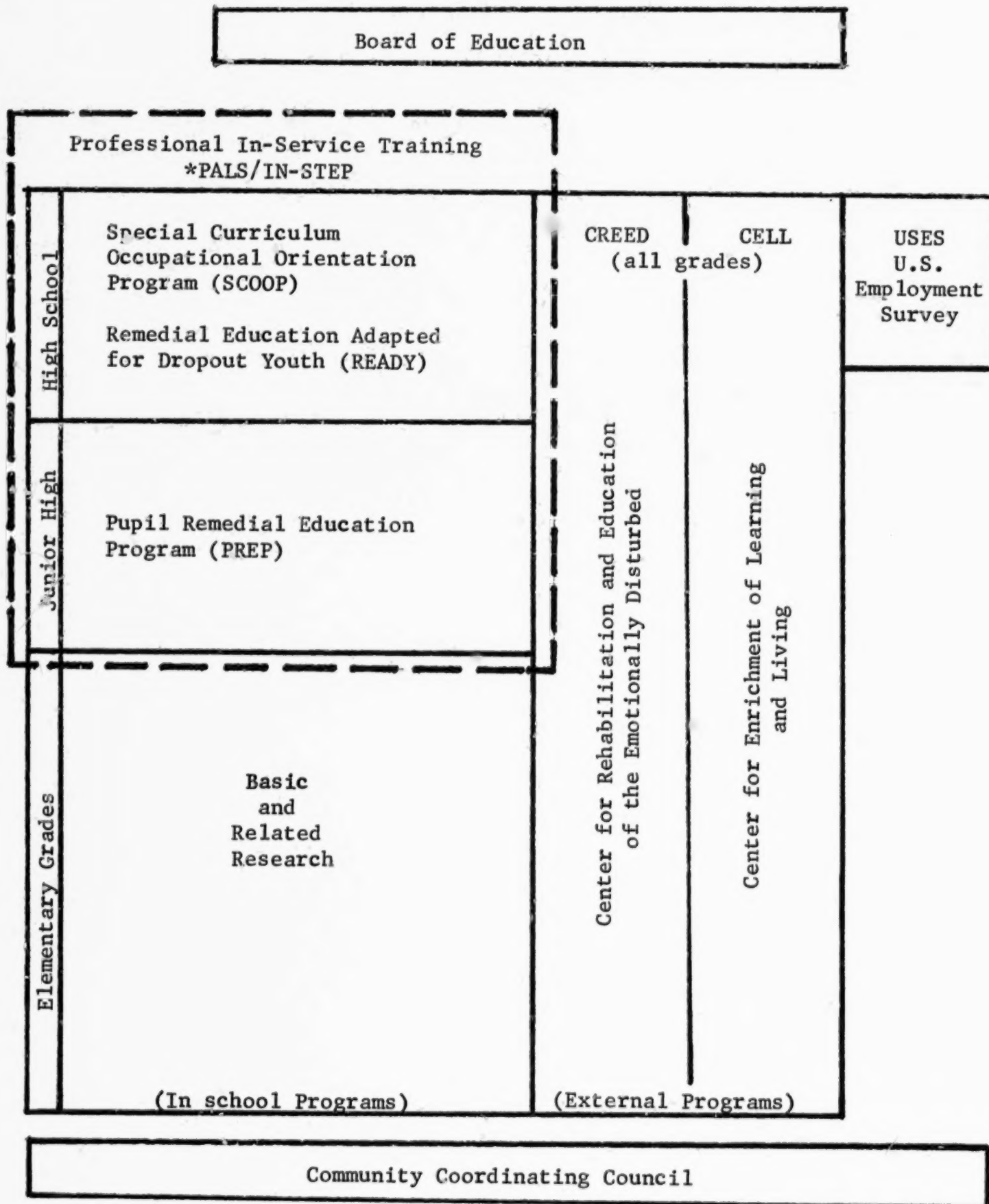
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piece-meal fashion. Many of the recommendations made in this report do affect the entire secondary school program in Prince George's County, and action on these will have more far reaching results than prescribed by the limits of this study. There is no better way to reach the potential dropout or to work with the dropout than to offer the same services to the entire student body. Thus, it is hoped that the two most difficult problems of working with dropouts, early identification and remedial help may be

alleviated. In a similar manner, the recommendations for federally funded projects for working with dropouts, potential dropouts, and emotionally disturbed youngsters have been developed as an integrated program.

A final recommendation therefore, is a natural consequence of this approach. It is recommended that the Prince George's Board of Education apply for a federal grant to operate these programs, individually and collectively, in an integrated pattern to achieve maximum benefits to all concerned. Further information about these suggested programs is found in Appendix A.

The visual representation of the programs and their relationship to each other can be seen in the diagram on the following page.

DIAGRAM OF RECOMMENDED PROGRAMS



*PALS - Principal's Administrative Leadership Seminars
IN-STEP - In-Service Teacher Education Program

APPENDIX A

PROPOSED PROGRAMS

CREATIVE RESEARCH TO SUPPORT INSTRUCTIONAL PROJECTS

Research into additional areas of student problems is needed to provide further data for use of the professional staff in implementing programs to be of greater service to all children.

Needed areas of additional investigation are:

- (a) To gather more complete data on 1965-1966 dropouts by identifying and classifying those who do not return to school for the fall term of 1966.
- (b) To complete the study of dropouts, potential dropouts, children with emotional problems, and children in need of remedial and enrichment help by extending the study to make an analysis of youngsters in the elementary schools.
- (c) To compare the characteristics of a representative sample of the successful youngsters in the schools, to refine the techniques used for identifying the potential dropout.

Each year upwards of 500 youngsters do not return to school for the fall semester. These are classified as "summer-dropouts." The time limitations of the present DIRE Project prevented the gathering of data on "summer dropouts" which renders the study of secondary school dropouts partially incomplete. These "summer dropouts" need to be counted, studied, and classified to see if they differ from those who leave during the school year, and to determine the patterns and reasons for summer dropouts.

No study of dropouts and children with problems can rest solely on the basis of counting and classifying dropouts at the secondary school level. Most patterns of behavior are set prior to this time, and problem children can be identified in elementary school. Information about such children in the Prince George's County elementary schools is basic and is a necessary corollary in developing a well-rounded program of high quality education for children with problems.

PROCEDURES:

I. SUMMER DROPOUTS

- (a) Identify those students who do not return to school in the fall, through a detailed analysis of year-end records 6/66, and beginning of year records, 9/66.
- (b) Through the use of direct contacts, questionnaire, survey, or other appropriate techniques, identify those who have moved out of the school district.
- (c) Develop a follow-up study of other students who are "summer dropouts" to determine who can be classified as school dropouts.
- (d) Using the past school records of these youngsters, gather appropriate data about them.
- (e) Using selected schools, interview a substantial sample of those youngsters who remained in the district.
- (f) Use the data collected to make comparisons with dropouts of previous academic year, and thus, complete the study of secondary dropouts (DIRE).

- (g) Prepare combined findings, data and recommendations concerning both groups.

II. POTENTIAL DROPOUTS

- (a) Survey a sample of elementary schools to determine common practices and problems in the schools' programs and their services to children.
- (b) Have elementary schools identify their dropouts or withdrawals, collect all records and gather significant information about these youngsters.
- (c) Have a substantial sample of the identified youngsters interviewed by specialists of the DIRE staff.
- (d) Have a sample of elementary schools identify potential dropouts, and youngsters in need of special programs.
- (e) Interview a substantial sample of potential dropouts to determine patterns, reasons and problem areas.
- (f) Statistically analyze the characteristics of dropouts and potential dropouts.
- (g) Compare characteristics of potential elementary dropouts with potential secondary dropouts (Project DIRE).

III. PROFILE OF DROPOUTS

- (a) Select a student sample of successful students in the secondary schools used in the Project DIRE.
- (b) Sample should consist of a similar number of sampled dropouts in each school.

- (c) Sample should be distributed by grade in similar ratios as those used in Project DIRE.
- (d) Source sheet should be the same as that used in Project DIRE, with little modification.
- (e) Assemble data from cumulative records and source sheets.
- (f) Arrange student interviews and use same techniques as those in Project DIRE to record significant data.
- (g) Develop standard deviation tables of these data.
- (h) Make a detailed statistical analysis of these data.
- (i) Develop cross-tabulations of these data, and comparisons within Project DIRE.
- (j) Develop a profile of a typical dropout to be used as a means of identifying potential dropouts in secondary schools.

IV. SPECIAL EDUCATION

- (a) Survey existing special education facilities for children who are mentally, physically, or emotionally unable to profit from regular classroom instruction.
- (b) Investigate provisions for special education made by other school systems.
- (c) Investigate significant new research in special education.
- (d) Prepare recommendations for new programs to improve the educational opportunities for these youngsters and to enrich the education of those experiencing difficulty, and to improve the educational opportunities for the potential dropouts.

V. TIME

Time required: approximately seven months.

VI. STAFF REQUIRED

Director

Assistant Director, Curriculum Specialist

Research Specialist

Elementary Education Specialist

Psychologist

Sociologist

Case Worker

Special Education Specialist

Secretary (2)

VII. BUDGET

Salaries	\$61,000
Telephone	635
Data Processing	1,500
Supplies	2,000
Copier	140
Mail	200
Typewriters	315
Tape	50
Travel	2,500
Rental	1,800

\$70,140 - based on 7 months

PUPIL REMEDIAL EDUCATIONAL PROGRAM (PREP)

Educators have long been beset with the problems of the slow learner. Educators have always believed that the basic problems could be solved by supplying answers to the questions "What subject matter should be taught?" "What methodology is best?" However, to be consistent with present educational principles and philosophy an answer should be found to a third question, "Who should be taught?"

Research indicates that many attempts to answer the first two questions have been made through the use of various approaches. As yet, no simple standardized formula has been found to answer either question. Research also has been conducted in the areas of reduced class size and individualized instruction. The general results of these studies indicate that more effective education, within limits, can be obtained through the adoption of these techniques.

It is therefore proposed that the latter approach be used to provide quality education for the slow learner and the potential dropout. It will be necessary to carefully identify the slow learner, establish criteria for selection and that a suitable program of education be developed.

The problem of identifying the nature, needs, and shortcomings of this type of youngster will have to be met and solved. Because each youngster will present a different kind of problem, teachers and administrators will need to know how to recognize the problems and how to develop an approach to the solution. Careful attention must be given to the youngster

and his educational growth. The youngster must be made to feel and believe that his school is doing something to help him, and to prepare him better for his adult life.

This program should be designed for an average class size of 15-20 with 20 as an absolute maximum. The program would include remedial work in reading, communications skills or language arts, social studies, general science, and social behavior which would include social attitudes, personality development, home and family living.

Instruction in the program should be oriented and handled on the same basis as the Core Program; books selected for the communication skills should be chosen for the age level as well as the reading level of the individual student, and should have content that is pertinent to social studies, and the materials of instruction should be used to integrate the communications skills and the social studies aspects into a single meaningful education unit. Mathematics and science should also be handled in a Core approach. All materials developed and selected should be suitable for non-verbal youngsters. Liberal use of audio-visual materials is strongly recommended.

The program should be operated on an experimental basis for approximately 100 to 200 youngsters and if possible, at least one class in each junior high school. The program is designed basically for 8th graders, although it can be adapted for other grades. It is suggested that inexperienced teachers or teachers who are starting their second year be used to operate the program to avoid the problem of built-in prejudices of teaching subject material.

As part of the overall project, in-service training should be provided for teachers in the PREP Program and should be administered for a two week period during the summer preceding operation of the program. The first three days of training would be for general orientation, development of philosophy and approach, and development of an understanding of the special needs of the potential dropout. The next five days would be spent in developing the initial unit teaching plan in the Core area, and the next two days would be used for general evaluation, criticism, analysis and further orientation to the objectives of the program. A coordinator should be employed to administer the program, both the in-service aspects as well as the supervision of the classroom activities and year-round operation of the program.

Continued in-service training conferences and evaluation meetings, should be scheduled for one-half day each month with a class released from school or with the teacher released from instructional duties. If this latter suggestion is adopted, conferences should be scheduled on alternate weeks. One half day at the end of each marking period should be devoted to parent-teacher conferences. Another necessary function of the coordinator would be to develop with the teachers an entrance or selection evaluation examination and a year-end promotion evaluation examination to determine the effectiveness of instruction.

Basic to the entire PREP program is the need for highly individualized instruction geared to the student's ability and needs, and the continuation of this program as the youngsters progress through the grades.

BUDGET - PREP PROGRAM

Director - Coordinator	\$15,000
Mileage	500
12 Teachers @ \$6,500	78,000
Secretary	5,000
Materials	10,000
In-Service Program	1,800
Consultants	5,000
Mileage, Counselor	1,000
2 Counselors	24,000
	\$140,300

REMEDIAL EDUCATION ADAPTED FOR DROPOUT YOUTH (READY)

The READY Proposal covers a program of education directed toward meeting the academic needs of school disenchanted youth in the senior high school grades 10 through 12. As revealed in the report of the DIRE Project many youngsters indicated that the typical general education program was quite meaningless for them. It was their expressed desire that the program be given more individual emphasis, directed toward meeting the needs of youngsters and in this way providing maximum benefit to them during the years of their high school education.

In school districts with high percentages of college bound youngsters, it is easily understood that through lack of funds, lack of understanding, some of the non-college bound youngsters may receive a somewhat lesser level of high school education. In vocational areas, it is possible to continuously upgrade the type of offering or to develop new offerings that would meet the needs of youngsters in developing marketable and saleable skills. However, in the area of general education, this may not be quite so easily realized. Little research has been done in recent years to establish criteria for improving the pattern of general education. Much has been said in published articles and in work shops about the needs of the youngster receiving a general education diploma.

It is therefore proposed that the READY Program be designed to meet the needs of these young people at least as established by the data in the DIRE Project. The program should be developed on an experimental basis for at least two years. The approach to the program should include

the use of non-graded techniques, and the approach of a non-graded high school program. The courses offered in the READY Program should be at the level of the youngsters in attendance, therefore requiring individualized teaching, preparation of materials, small classes, size 15 to 20 being the absolute maximum, and the subjects included should be only those necessary to assure competence in living and adjusting to the community after completion of school.

The assignment of grade if this is required could be determined again on an individual basis and on the individual's progress through the program. Students should be selected after very careful screening and after establishing suitable criteria for selection. The testing program should be designed to reveal as much about the student as can be learned in the areas of academic achievement, academic weaknesses, weaknesses in the subject area, reading ability, potential for growth and an attempt to establish more definitive goals for the youngster's immediate life directly after leaving school. Making the assumption that most girls would probably marry soon after leaving school, it is reasonable to assume that the program include courses, directed toward understanding home and family life, family living, child growth and development, child care, home economics, family budgeting, and some information regarding taxation as it affects residents of Prince George's County. These items should be included regardless of the name given to the subjects taught.

It is also true that some of these courses with modification could be offered to boys in the same program. In addition to these courses for the boys, the possibility of orientation toward the needs and requirements

of military life would be included so that they can determine in a better way what type of enlistment or service would be best suited for them. However, the program was not developed under the assumption that these are the only things youngsters will do after being released from school. Both boys and girls would probably benefit measurably from courses in psychology, inter-personal relations, social aspects of the community as they relate to an individual's life in the community, and these courses also are recommended.

In the area of the basic tool subjects, it is highly recommended that content for these courses be developed along non-verbal lines using the same types of techniques recommended in other programs such as audio-visual aids, auditory visual programs, mass instruction where necessary followed by small group discussions, remedial English geared to the pupil's needs, remedial reading followed by developmental reading when a satisfactory level of basic skill has been established, remedial work in social studies and other subjects.

A program of this sort, of necessity, requires skilled counseling, adequate numbers of counselors, and a small ratio of counselors to students.

In administering the program and the courses included in the program, every effort must be made to make the youngsters aware of the need to return to a more formalized type of education if it is felt that they can be successful in the regular program.

The program should be organized for at least two hundred students, and twelve teachers and two guidance counselors.

BUDGET - READY PROGRAM

Director - Coordinator	\$15,000
Mileage	500
12 Teachers @ \$6,500	78,000
Secretary	5,000
Materials	10,000
In-Service Program	1,800
Consultants	5,000
Mileage, Counselor	1,000
2 Counselors	24,000
	\$140,300

SPECIAL CURRICULUM OCCUPATIONAL
ORIENTATION PROGRAM (SCOOP)

The SCOOP proposal covers a program of education directed toward meeting the problems of school disenchanted youth, through the use of occupational orientation. As indicated in the report of the DIRE project, many youngsters expressed a desire for their high school education to be made more meaningful. Youngsters who have a typical vocational bent have not always received adequate or meaningful vocational education, either because of failure to meet selection criteria or because the school did not provide sufficient course offerings.

Many young people who have not expressed a desire for a particular occupational field, but are certain to enter the world of employment also expressed this same point of view. If education is to have meaning for these young people, programs must be developed to meet their needs and to be consistent with their objectives. Because schools exist for the purpose of educating youth, it becomes obvious that special programs for special youngsters must be developed.

The SCOOP Proposal is directed toward a special group of youngsters in grades 10 thru 12 - those who are disenchanted with their academic programs, but find that the school is not providing sufficient orientation to employment. Therefore, these youngsters become ill-prepared to meet the demands of life after school.

The SCOOP program is designed to meet the needs and objectives of these youngsters. The core of the program is designed to provide

1. Special guidance - both academic and vocational
2. Special curriculum directed toward occupational orientation
3. Special course materials in basic tool subjects
4. Supervised work experiences by special coordinators.

Counseling for these youngsters should be directed toward proper guidance in making a vocational choice, or guidance directed toward returning these youngsters to an academic program. Counselors will require special orientation and training to develop suitable selection criteria and for providing adequate counseling for youngsters enrolled.

Curriculum offerings should include at least one course of study related to occupational orientation and information. Topics to be stressed are: employment applications; labor laws and regulations; industrial psychology; attitudes of labor and management organizations; local, state and federal taxes; social security; personal hygiene; personal and inter-personal relations; sources of employment information and related topics. The major purpose of these experiences should be directed toward developing attitudes and knowledge of the dignity of labor, the usefulness and purpose of acquiring adequate skills, and how these are to be used to best advantage in building a career. A wide use of audio-visual aids should be encouraged and the use of non-verbal course materials should be emphasized.

In the area of basic tool subjects, a similar approach should be used. Teachers should be selected who can and will develop individualized instruction geared to the students' needs. Heavy emphasis must be placed on remedial work in all areas: social studies, language arts, and

mathematics. Teachers should be encouraged to use innovative methods and materials, with reliance on auditory-visual devices and non-verbal materials taking precedence. Such devices as combining classes for mass instruction, mass viewing of films, film strips, and special programs should be used. These programs should be followed by individual class sessions for each group.

Emphasis must be placed on improving academic skills and knowledge for the purpose of returning youngsters to academic programs geared to their abilities and needs.

The fourth area of concern in this program is the development of a suitable work experience program combined with adequate supervision. Work experiences should be selected to meet the youngsters abilities as established by suitable testing procedures. The teacher-coordinator should be selected on the basis of industrial experience as background, and should be trained to work with youngsters on an individual basis.

BUDGET - SCOOP PROGRAM

Director	\$15,000
Mileage - Director	500
2 Coordinators @ \$12,000	24,000
Mileage - Coordinators	1,000
1 Counselor - 1/2 time	5,000
Mileage - Counselor	400
8 - 1/2 time teachers @ \$3,250	26,000
Mileage - 8 teachers	4,000
Secretary	5,000
*Payroll 100 x 40 weeks x 15 hour/week x \$1.25 hour	75,000
Materials	<u>10,000</u> 165,900
Consultants	<u>10,000</u> \$175,900

District will match funds and personnel in certain areas.

*Money may be available under Vocational Education Act 1963.

CENTER FOR ENRICHMENT OF LEARNING AND LIVING (CELL)

One of the recommendations of the Prince George's County Youth Commission in 1962¹ was the establishment of community centers for youth activities. These centers as envisioned by the Youth Commission were primarily recreational in nature: "The fifth program would be to develop community centers to meet area and group needs for the use of youths and youth groups which would not only provide leisure time opportunities but also special courses for meeting work requirements, as well as a place to discuss problems with center counselors. Supervised study facilities and specialized libraries would be included in the community centers."

An extension of this concept which seems desirable is the establishment of one or more centers in Prince George's County which would serve not only as recreational centers but also as centers for cultural activity and general enrichment of learning experiences. Such a center or centers might very well be used as adjuncts to regular classroom instruction. Here, special programs and facilities might be provided to enrich the child's educational experience and broaden the scope of his cultural awareness. After school hours and in the evening, the center might be operated as a cultural and recreational facility for school age children, in the age groups 6-12, and 13-20. The advantages may easily be seen.

¹The Report of the Prince George's County Youth Commission submitted to the County Commissioners of Prince George's County, Upper Marlboro, Maryland, September 21, 1964, Proposed Programs, p. 35.

The center would provide constructive activities for leisure hours and environment conducive to study in a central supervised study room or group of rooms with adequate books for reference for those who due to circumstances cannot study at home, and cultural programs involving both instruction and participation, such as a planetarium, art exhibits, folk dancing, films, dramatic productions, among others.

It is recommended that these proposed centers be located so that the greatest possible number of school-age youth, especially those who need it most might benefit from their use.

The first such center might be located somewhere along Central Avenue east of the Beltway. Sufficient land might be made available through the Maryland-National Capital Park and Planning Commission which is developing a park and recreational area in the Largo section of the County. This would place the center near one of the large population centers of the County but still far enough removed so that as the center of population shifts eastward, it still would be convenient to that center of population. By locating it near the Beltway, the center would be made more accessible to a greater number of schools in Prince George's County which are a considerable distance away. This would simplify one of the problems of transporting large numbers of students to the center for cultural programs. Another reason for suggesting the Largo location, is that this would put the center near several low income areas and areas in which there is a large number of culturally deprived youngsters. These are obviously the persons who would derive most from such a center.

The size of the center and the scope of activities presented at the center might be financed in whole or in part by a Title III Grant under the Elementary and Secondary Education Act of 1965. In preparing the proposal for such a grant, it is important to point out the obvious advantages and feasibility of establishing in these centers, facilities which though desirable, cannot be provided within individual schools. One such example might be the inclusion of a small planetarium in the center.

It seems apparent at this point that the staffing of such a project will have to be considered in two phases. The first phase would be concerned with the staffing of an initial study group to further explore the cultural needs of the school population in the County as these are related to possible programs and facilities to be offered at the centers. This group would also be concerned with evaluating the various problems which might be encountered in setting up such centers and exploring the feasibility of establishment of the centers. The staffing of the operating centers would be determined largely by the findings and recommendations of the staff set up under the planning grant.

A serious problem which remains is that of transportation, not so much during the day because school buses are available for transporting entire classes to the proposed centers but rather after school hours, when there will be a definite need for providing transportation from the population centers in the County to these centers. The transportation problems would have to be explored as part of the activity of the group set up under the initial planning grant. Obviously, in population centers close to the District, it may be less a problem than in the more rural areas. It seems

quite possible that the bus companies serving areas of high population density might be persuaded to include the Center or Centers on some of their regular bus routes. In the more rural areas, this problem might not be solved so easily and thus it would seem the planning staff will have to consider and deal with this problem.

BUDGET - PLANNING GRANT

CELL PROGRAM

PHASE I

Length of Project - 6 months

Director	\$18,000 per year	9,000
Education Specialist	14,000 per year	7,000
Sociologist	12,000 per year	6,000
Consultants	8,000	4,500
Recreation Specialists	12,000 per year	6,000
Office Rental and Supplies	2,000	2,000
Travel	500	500
Architect	10,000	<u>10,000</u>
		\$45,000

Phase II - No budget can be prepared for an operational grant until Phase I is nearly completed. However, it is important to point out that federal funds for remodeling a building or facility are available under ESEA 1965. If a suitable building can be designated early enough, plans could be developed to suit the size of the facility.

IN-SERVICE TEACHER EDUCATION PROGRAM (IN-STEP)

The IN-STEP Program has been developed around the theory that higher quality education will take place in schools if the teacher becomes more involved with students in the guidance function. The thought stems from the idea that the teacher who sees the youngster more often than any other person in the school is in a better position to understand the youngster, his needs, and his particular problems. However, most teachers are neither certified in guidance nor are they qualified to do a complete guidance counseling job.

High schools and junior high schools employ guidance counselors who are certified in this area by the State after having received sufficient education and training and are considered more capable to develop proper techniques for helping youngsters through problems in the schools. It is also assumed that the guidance counselor is aware of the testing procedures required to more properly establish the identity and make-up of the youngsters and therefore is in the best position to help these young people make important decisions.

In large school districts such as Prince George's and particularly in schools that have large student populations and consequently have a poor student-counselor ratio, the burdens placed on the guidance counselor are usually more than can be handled by one person. The student load on the counselor is usually beyond the capabilities of a single person to deal effectively with student problems.

It is reasonable to assume that given proper assistance, the counselor could do a much better job with his counselees. It is also reasonable to assume that if the student-counselor ratio were improved to the advantage of the youngster, better guidance would take place.

One important aspect of counseling that is quite often passed by or passed over rather quickly, is the need for developing rapport with the counselee. Looking back to student-counselor ratios, it is difficult to develop and maintain rapport throughout a school year, particularly if the number of visits or scheduled visits remains small. Much time must be devoted to developing rapport between counselor - counselee and consequently the time allotment and the effectiveness of the counseling program suffers. Looking at the problem of developing rapport, it is reasonable to assume that a classroom teacher such as an English teacher or Social Studies teacher or even a Mathematics teacher can develop closer rapport with students through daily contact and through daily working with them.

It is therefore suggested that this program be operated on an experimental basis in selected high schools with selected teachers, those who seem to exhibit an interest in developing counseling techniques and those who seem to have more than a slight interest in the young people attending their classes. In this case, it is suggested that the schools organize an in-service program for teachers and counselors. The purpose of the program would be to develop basic techniques of counseling to be used by the teachers in the classroom on a daily basis with their youngsters.

The counselor should then be retrained slightly, to work with a group of teachers. In a certain sense, the counselor would be a guidance director for a group of selected guidance counselors. It is not meant that this program be designed to give the teacher counseling responsibility completely nor is it meant that this program is to add to the work load of the teacher measurably. The purpose of the program is to involve more people in the guidance processes and in the guidance function of the school in order to make the guidance function as meaningful as possible to the students and to the schools.

The teachers who start with a better understanding of the youngsters in their charge should be more adequately capable of handling some of the routine functions of guidance. This is the purpose of the program.

BUDGET - IN-STEP PROGRAM

Summer In-Service 150 Teachers @ \$150	\$22,500
Counselor - Leader	1,000
Consultants	3,000
Secretary - $\frac{1}{2}$ time	2,500
Materials	<u>2,000</u>
	\$31,000

PRINCIPAL'S ADMINISTRATIVE LEADERSHIP SEMINARS (PALS)

The PALS Proposal has been developed, in order to assure that the administrative leaders of the Prince George's School District are fully aware of the goals, objectives, and implications of the many recommendations in the DIRE report. Although the educational leaders and principals of the Prince George's secondary schools could easily become familiar with the contents, goals, objectives and implications of the various projects, it is necessary to provide in-service training for them to assure maximum success of these programs.

The success of the PALS Program will measurably affect the success of many other recommendations made to the Prince George's School District. These new programs are designed to provide wider educational experiences, improved learning, and a more flexible curriculum. In addition, they will provide many other advantages to young people. Obviously, the success of the programs will affect not only those youngsters who are in school now, but those youngsters who will enter Prince George's County in the next few years and who will experience the same programs. The quality of the education that the youngsters receive now will be reflected in the understanding by the public of the goals of Prince George's County, as well as improve the educational background of the citizenry of the County.

In-service education should be an on-going process in any progressive, moving, school district. Programs of this type should be designed and developed for teachers, supervisors, administrative and ancillary personnel. In this framework, it is therefore important that the

PALS Program be instituted now to acquaint the administrative leaders of the Prince George's County with the full significance and implication of the various recommended programs. Although some new programs will be offered in selected schools and although some schools may have no new programs at all, it is of value to the school district to make sure that all administrative leaders, and all secondary school principals, participate in the in-service program. The obvious sharing of ideas, and the obvious criticism of approaches, will lend more meaning to any in-service program. Enough has been written about in-service training programs to make it clear that maximum participation should in essence produce maximum results. It is therefore strongly recommended that the principal and a vice-principal of each secondary school and at least the chairman of the guidance department, participate in the PALS Program.

It is proposed to offer the in-service training during the summer preceding the establishment of the new programs, and the training should last approximately two weeks on a full-day basis. The first day of the program would be devoted to orientation toward the innovations that have been suggested in the recommendations of the DIRE Report, to evaluate the needs of these programs and to establish methods and procedures to enable the programs to be readily accepted by teachers, administrators, supervisory personnel, and counselors.

Following the first day orientation, a day would be set aside to explain each program to the group to make clear the goals, objectives and implications of each program. Following the presentation which should be conducted by a consultant or by a person chosen by the school district to

operate the program, a full discussion period should follow wherein each person in attendance would be given the opportunity to provide constructive evaluation and constructive and critical analysis of the program and the method of operation. However, the basic objective of the PALS program should not be lost. That is the principals and the administrative leaders are participating for the purpose of learning about the programs, the youngsters to be enrolled, and learning how to operate the programs in their schools and how to handle problems that would arise.

Following the presentation of all the proposals, there would be sufficient time remaining for a general summary report to be made. Many techniques and methods are available for the summary. Whether the summary would be best handled by division into small committees and review of committee reports or whether an appointed group of participants would make the report would be another technique. It would be important, however, for a person representing the top administrative levels of the school district to be available to participate and discuss these evaluations and to point up the aspects that have been brought out during the discussions of each program.

It is not the functioning role of the summary of seminars nor the discussion seminars conducted each day to re-evaluate or re-define the programs and the purposes of the programs. However, it must be recognized that the establishment of these programs must be accomplished soon.

BUDGET - PALS PROGRAM

Consultants	\$5,000
Materials	500
Secretary	<u>500</u>
	\$6,000

CENTER FOR REHABILITATION AND EDUCATION
OF THE EMOTIONALLY DISTURBED (CREED)

A basic purpose of the DIRE project was to provide a vehicle for the school district of Prince George's County to alleviate the problem of the emotionally disturbed child. At present, the seriously disturbed youngster is excluded from school and in many cases is incapable of receiving home instruction. The number of these youngsters seems to be on the increase each year. The fact that any youngster is not receiving an education, is in itself a serious problem. This then, becomes an area of deep concern and suitable means must be found to provide remedial help or to develop a solution.

It is therefore recommended that an application be made under the Elementary and Secondary Education Act of 1965 for a planning grant to investigate the problem. The planning grant, if awarded, should be wide enough in scope to permit serious investigation in depth of the following items:

1. Facilities presently available in the county through various agencies, both public and private.
2. The present plans and projected plans of these agencies for future development.
3. The attitude and approach of those county organizations that are involved in providing services to the emotionally disturbed.

4. The possibility of developing a regional plan for Prince George's County and Montgomery County; or Prince George's County and surrounding counties to the east and south.
5. An investigation in depth of the type of facilities best suited for treatment of these youngsters.
6. The availability of Federal Aid for construction of facilities.
7. Investigation of similar programs nationwide.
8. Development of the CREED School as an experimental and intern training center to develop programs and personnel for additional services; and for training personnel to serve in each school.

In line with the type of facility most suitable, it would be necessary to investigate on a national basis the advantages and disadvantages of a sheltered residential center, the involvement of foster families for shelter, the advantages and disadvantages of special classrooms within a school, or a special wing added to the school, and the use of out-patient clinics.

Present thinking tends to lead to the unique proposal of providing most of these facilities within a single center. The proposal follows these lines: A building will be planned in which there would be residential units for youngsters who are seriously disturbed and who can benefit most from this type of sheltered residence. Included in this building would be sufficient classrooms for youngsters of all grades to receive instruction in the basic academic skills. These classrooms, of course,

would be open to the residential students as well as youngsters from other schools who would be transported to the school. The third feature of the school would be the inclusion of an out-patient clinic for youngsters of school age during the school day and for adults during the evening hours.

The general approach to school activities would be: 1/2 day in school, sufficient time for recreational activities in and on the school grounds, and sufficient time for group therapy and individual counseling. Further investigation is necessary to determine if similar plans are available on a national basis, what has been done in other states, what the relative success of these programs has been and what are the possible advantages and disadvantages of our proposed plan. It will also be necessary to establish criteria for selection of staff; prepare curriculum materials, develop recreational facilities, cultural activities, investigate transportation and additional ancillary services. Length of time required for study - 8 months.

Recommendations for staff for this project:

Suggested staff:

1 Director	\$18,000 per year	12,000
1 Assistant Director	\$15,000 per year	10,000
1 Psychologist	\$12,000 per year	8,000
1 Social Worker	\$ 9,000 per year	6,000
1 Sociologist	\$12,000 per year	8,000
Consultants	\$10,000	10,000
Secretarial Help	\$ 9,000	6,000
1 Research Specialist	\$12,000	8,000
Architect's Fee	\$10,000	10,000
Office space, telephone,	\$ 6,000	4,000
capital equipment,		
printing, stationery		\$82,000

APPENDIX B

THE COMMUNITY COORDINATING COUNCIL
EMPLOYMENT SURVEY

THE COMMUNITY COORDINATING COUNCIL

As indicated in the Chapter on the Community, Prince George's County may be considered a community within itself only insofar as it constitutes a single political unit. In all other respects, it more closely resembles a cluster of communities inside the Beltway and a highly diffused rural area outside the Beltway. Aside from the concern of a comparatively small number of community leaders there seems to exist no real community of interest that is county-wide in the areas which might affect the dropout problem. Specifically, these areas relate to employment, recreation, delinquency prevention and counseling over and above that which is provided in the schools.

The 1962 report of the County Youth Commission stresses the need to develop and sustain additional effort in providing employment, recreation and counseling for these youngsters and perhaps as important, the organization of a central body to provide communication between the various county and state agencies attempting to cope with these problems. The County Recreation Department together with the Community Recreation Council has made an effort to provide a variety of year-round recreation for all age groups. These efforts take the form of playgrounds, sports programs, teen clubs and their activities, summer playground programs and recreation classes. The surface impression exists that these efforts have met with considerable success, but the dropout represents a special problem in this area. The dropout is typically the person who has not been reached by these programs and is a person the community and schools have failed to involve in their activities.

The State Employment Commission, at the request of the School Board, has conducted an employment survey and also has provided some follow-up service for the dropouts as they receive notification from the School Board. In conference with the management personnel of the Hyattsville office and with the person responsible for the dropout follow-up studies, it has been determined that this year some 500 or 600 dropouts have been identified and contacted. However, data supplied by the school board indicate that this represents only 1/3 of the total number of dropouts for the school year 1965-1966.

There are several problems raised in this regard. One is the problem of identifying the dropout. No doubt many of the youngsters who are out of school now and do not intend to return will not be classified as dropouts until September or October if then. Two, the effective follow-up of dropouts by the State Employment Commission Office in Hyattsville would require considerably more man hours than are now being spent, and implicitly, additional staff members.

In the area of delinquency prevention, the dropout provides the opportunity to identify youngsters in the community who are having or have had problems which lead to "early school leaving" and may not yet have become delinquent. There is a clear need here for a social work follow-up with a view to making community social services available to the dropout and his family. Many conferences were held with representatives of community agencies and officials in the County including members of the County Probation Department, and each person recognized the need for some program of prevention of juvenile delinquency. The problem in assigning this function to

the Youth Court or Probation and Parole Office is that the youngster comes to their attention only after a delinquency problem or family problem has developed, and has become unmanageable and unsolved through other channels.

This, then, indicates that there exists a need in the County for a County-wide organization, or County-wide Coordinating Council, with orientation directed toward the dropout, the potential dropout, and youth in general. The Council should be one which is representative of the community to the greatest possible extent, and should include representatives from the public schools; civic organizations, youth organizations, and those county and state agencies concerned with youth. Suggested areas of activities fall into two categories:

A. GENERAL

1. To work with the County Recreation Department, the County Youth Court and Probation Department and the County office of the State Employment Service to supplement their efforts by acting to develop community resources and to create conditions in the County which will contribute to more adequate development of its youth potential.
2. To provide opportunities for young people to make constructive contributions to community life in the County.

B. SPECIFIC

1. To maintain a register of out of school youth in order to be able to render service in the form of follow-ups, counseling and referral when indicated.

2. To maintain a constant survey of job opportunities available to the youth of Prince George's County to supplement the study already conducted by the State Employment Commission, and to provide channels through which the Employment Commission may more effectively furnish employment referral and information to youth.
3. To survey, in cooperation with the Community Recreation Council, the recreational opportunities for youth in the community and to help establish priorities for the creating of additional facilities.
4. To maintain in cooperation with the guidance counseling service in the schools a list of educational opportunities for youth beyond high school other than the formal two or four year college programs.
5. To work toward the establishment of special county facilities for youth such as the center for emotionally disturbed and/or mentally retarded children and community recreation and social centers where such centers are not presently available.

Conferences held with representatives of the Prince George's Community organizations and local government and state agencies indicates that there is substantial concensus of opinion that such a central coordinating body is needed in Prince George's County. It should properly be a leadership responsibility of the Board of Education to implement this, and a full-time Executive Director or Executive Secretary should be employed by

the County, perhaps as a Special Assistant to the Superintendent of Schools, to keep the Community Coordinating Council functioning on a regular and active basis. This recommendation is similar to the one made by the County Youth Commission in their report published in 1962 and it is suggested that because it is of such vital importance this recommendation be implemented at the earliest practical date. The makeup of the council should consist of a general body and an executive group. The general body would include representatives of such groups and agencies as:

A. GENERAL BODY

1. Public schools
2. Young Men's Christian Association, Young Women's Christian Association, Catholic and Jewish counterparts
3. Juvenile court workers
4. Social case workers from Prince George's welfare agency
5. Public libraries
6. Chambers of Commerce
7. Civic organizations such as Kiwanis, Rotary, etc.
8. County Recreation Department
9. County police
10. Youth
11. Representatives from each community in Prince George's County
12. Interested individuals
13. Mental Health Association
14. Vocational Rehabilitation Agency
15. League of Women Voters
16. Business and Professional Women's Club

17. Urban League, National Association for the Advancement of Colored People, et al
18. Prince George's County Teachers' Association
19. State Employment Service and U. S. Employment Service.
20. Local Labor Unions (especially those with apprenticeship programs)

B. EXECUTIVE GROUP

1. Executive Director or Executive Secretary
2. Coordinating committee of 11, with
 - a. President
 - b. Secretary
 - c. Vice-President
3. To take action by simple majority vote on the recommendations of the whole council.
4. Members of the executive committee to be elected by the council to staggered 3 year terms.

It is recommended that the Executive Director, be a person well qualified with training and experience in the areas of youth work, public welfare and the social sciences, and preferably with some experience in working with a school district.

BUDGET - THE COMMUNITY COORDINATING COUNCIL

Director	\$18,000
Rental Space	4,000
Secretarial	5,000
Mileage	1,000
Supplies	2,500
Survey Expenses	3,000
Consultants	<u>3,000</u>
	\$36,500

EMPLOYMENT SURVEY

One glaring problem which was frequently encountered during the interviewing of "potential dropouts" in Prince George's County Schools was the students' assessment of their education as not being relevant to any future vocational plans. The Project DIRE staff also found a considerable number of students in the general curriculum who expressed preferences for vocational courses -- the underlying dissatisfaction being the students' doubts as to whether their education would qualify them for any sort of employment after graduation.

Serious questions are raised along these lines when we recognize that a large number of Prince George's County students are enrolled in the general curriculum and that very few of these can be expected to enter college. Two questions are raised immediately. Are the demands of today's employment market being met by the schools? Are the non-college bound students being prepared for employability in realistic terms or are they simply being retained as charges of the public school system until they drop out or manage to be graduated with a general diploma?

During visits with community leaders, it became apparent that a "sizable number" of jobs went begging because the prospective employers "couldn't find anybody" to fill them. If this is true, and if this problem is common in the County, two obvious conclusions are suggested:

- (1) The referral network between prospective employers and prospective employees is inadequate -- and perhaps the spatial characteristics of a large, loosely organized County like Prince George's County comprise a major part of this problem,

- (2) The skills required by the unfilled positions are not adequately distributed in Prince George's County.

This then raises two questions: "What are the needs of employers with regard to employee skills in Prince George's County?" And, "To what extent are Prince George's County public schools meeting these needs in their curriculums for the non-college bound student?"

Obviously, this entails two projects: (1) An employment-employer survey, and (2) A curriculum study. Data from these two studies should provide a sound basis for restructuring vocational and commercial curriculum offerings, re-evaluating the desirability of the general curriculum without particular vocational emphasis, introduction and expansion of work-study, work experience, dropout and Distributive Education programs; and, with data from the employment survey, steps could be taken toward establishing a referral center or centers -- a potentially valuable resource, incidentally, for high school counselors.

Employment Survey

This operation would consist of an effort to ascertain:

- (1) The location of "pockets of poverty" and "pockets of unemployment" in Prince George's County. This will necessitate the purchase of detailed census data on income as distributed in spatial units smaller than census tracts.
- (2) The "pockets of unemployment," with emphasis on studying those unemployed who may be said to be "products of the Prince George's County Schools." The distribution of skills among these unemployed is of particular concern in this study.

- (3) The "pockets" of unfilled positions, i.e. the geographic areas in which employment opportunities may be said to exist in high density. This will necessitate a survey of employers and a study of the frequency distribution of various types of jobs and job requirements.

It should be recognized here that considerable data exist in the office of the Economic Development Committee in Hyattsville. It is proposed to make maximum use of applicable data, but, recognizing the limitations of these data, it still seems advisable to supplement it with survey data collected for the purposes stated herein.

Curriculum Study

The curriculum study must be directed toward integrating the curriculum offerings with the employment needs of the youngsters in schools and the supporting communities. To accomplish these ends, the following approach is suggested.

- (1) The Employment Survey will be analyzed, through the use of the "cluster" technique. Suitable "clusters of trades" or employment opportunities will be identified, and established geographically.
- (2) Through use of the job analysis and the cluster method, the trades will be reviewed to find a body of knowledge required for success.
- (3) A critical evaluation of present curriculum offerings will then be made to identify the trade knowledge and skills being taught.

- (4) Proposals will then be made to revise the curriculum in order to include the materials identified for successful employment.
- (5) New curriculum offerings will be suggested for trades not presently in the Prince George's County vocational schools.

Advantages and Uses

- (1) Referral of employees
- (2) Curriculum evaluation
- (3) Recommendations for locations of vocational wings
- (4) Guidelines for work-study programs
- (5) Guidelines for vocational curriculum offerings
- (6) Employment opportunities under SCOOP Program.
- (7) Basic data for Pals Program.
- (8) Basic data for Distributive Education Program.
- (9) Basic data for Commercial Education Program.

Possible Source of Funding the Employment Survey

One of the recommendations made in this report is concerned with the need for a Special Assistant in the Office of the Superintendent of Schools in Prince George's County to work full time providing leadership and direction for a County Coordinating Council, also included in this report. A similar recommendation was made in the report of the Prince George's County Youth Commission in 1962 but no specific recommendation was made that this person be an employee of the school district. The general impression exists that the reason the Youth Commission's

recommendation never became a reality was that \$20,000 was recommended for the first year's operation and the County Commissioners did not appropriate the funds. It is necessary that a full-time staff person be available to coordinate and lead the activities of the County Coordinating Council.

The problem arises as to how to secure the necessary funds to provide a salary for this person. In reviewing some of the possible sources of funds, a provision for research, training, and demonstration grants was found in the Economic Opportunity Act of 1964. The legislation specifies that the research, training, or demonstration must be pertinent to a community action program. The assistance may be given either by direct federal conduct of the work or by federal grants to, or contracts with, institutions of higher education or other appropriate public agencies or private organizations. It is assumed that the Prince George's School District would be named an appropriate public agency for this purpose.

It is conceivable that funds may not be available to hire a person to coordinate the activities of a clearing house for job information or information about recreation projects or recreation resources and other functions of the County Coordinating Committee. However, it may be possible funds are available for the special assistant to conduct some evaluative programs and surveys of the County's employment needs and relate these in some way to the curriculum offerings for the Prince George's County School District. This "research project" might be related to actual community action projects either in progress or planned for the County through the local United Planning Office. However, the focus would have to be on

employment opportunities for undereducated or economically disadvantaged youth, dropouts, or persons who find that their education has not prepared them for employment in the area in which they live.

One of the pertinent facts developed through community contacts indicates that there were a large number of positions available for high school graduates as well as for persons with education beyond high school in the Prince George's County area. Although specific emphasis was not directed to the problem of placing the high school dropout in employment it was indicated from the general tenor of conversations that a goodly number of positions were available to persons without a high school diploma.

Considering these data about the youth in Prince George's County, it becomes apparent that some sort of structural connection is needed between youth seeking employment and the employers. It is also apparent that this structural connection is not provided by existing agencies in Prince George's County, at least not to an adequate degree. In view of this, it is possible that the Office of Economic Opportunity, Community Action Projects people would view a Youth employment referral system as a worthwhile and feasible program for raising the general level of economic well-being in the economically underprivileged areas of Prince George's County

The County-wide employment survey might be viewed as the first step toward establishing such a youth employment referral center. The center would constitute one of the several programs which would ultimately be the responsibility of the Special Assistant, who for the purpose of this proposal would be called the Project Director.

Another aspect of the job survey or employment survey which this person would be responsible for administering is a survey directed at identifying the pockets of poverty in Prince George's County. Obviously, census data plotted by census tract are not adequate for this purpose. The geographic units are so large that they tend to blur the actual pockets of poverty which exist.

Another facet of the problem to be considered relates to the relationship between income level and cost of living. While \$3,000 total family income has been set statistically as the cut-off point for the definition of poverty in the United States, larger family incomes may not be adequate in a metropolitan area such as Washington, D. C. where real estate values and consequently rent and business overhead may serve to raise the cost of living sharply when contrasted against typical or average areas. In addition it is necessary to consider the problem of a community having inadequate resources although statistical data may reflect median incomes above the \$3,000 level for the general area.

The county-wide job survey, the referral center for youth employment, the curriculum review especially with respect to vocational education and the need for vocational education, the center for enrichment of learning and living and other projects coming under the purview of this Special Assistant, represent steps in the general direction of developing these community resources or at least resources the communities can use in common.

APPENDIX C
ADDITIONAL DATA

180/

POTENTIAL DROPOUT SAMPLE

Table C-1: Residing With Parents

<u>Living With</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Both Natural Parents	227	71	112	65	339	69
Mother	54	17	37	21	91	18
Father	16	5	11	6	27	5
Other	25	8	16	9	41	8
Step-Parent	23	7	21	12	44	9
Total Sampled	320		173		493	

Table C-2: Father's Education

<u>Years of Education</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
0-5	9	3	6	4	15	3
6	46	16	31	20	77	17
7	10	4	3	2	13	3
8	26	9	18	12	44	10
9	9	3	4	3	13	3
10	10	4	4	3	14	3
11	14	5	5	3	19	4
12	124	44	66	42	190	43
13	4	1	2	1	6	1
14	6	2	1	1	7	2
15	1	0	0	0	1	0
16	23	8	15	10	38	9
Over 16	2	1	1	1	3	1
Total Sampled	284		156		440	

POTENTIAL DROPOUT SAMPLE

Table C-3: Mother's Education

<u>Years of Education</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
0-5	6	2	2	1	8	2
6	31	10	25	16	56	12
7	8	3	7	4	15	3
8	21	7	21	13	42	9
9	11	4	2	1	13	3
10	15	5	3	2	18	4
11	15	5	1	1	16	4
12	167	56	82	53	249	55
13	5	2	6	4	11	2
14	2	1	2	1	4	1
15	0	0	0	0	0	0
16	15	5	5	3	20	4
Over 16	1	0	0	0	1	0
Total Sampled	297		156		453	

Table C-4: Father's Occupation

<u>Type of Work</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Not Working, Unknown	29	10	10	7	39	9
Administrative, Managerial	20	7	13	9	33	8
Professional, Technical	30	11	17	12	47	11
Sales	19	7	9	6	28	7
Clerical	6	2	6	4	12	3
Skilled	94	33	40	27	134	31
Semi-Skilled	29	10	19	13	48	11
Unskilled	55	20	33	22	88	21
Total Sampled	282		147		429	

POTENTIAL DROPOUT SAMPLE

Table C-5: Mother's Occupation

<u>Type of Work</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Not Working, Unknown	180	57	110	65	290	60
Administrative, Managerial	6	2	3	2	9	2
Professional, Technical	12	4	2	1	14	3
Sales	12	4	6	4	18	4
Clerical	42	13	22	13	64	13
Skilled	11	3	2	1	13	3
Semi-Skilled	12	4	3	2	15	3
Unskilled	40	13	22	13	62	13
Total Sampled	315		170		485	

Table C-6: Health Notations

<u>Type of Disability</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No Notations	1	0	0	0	1	0
Chronic Minor Complaints	260	86	148	91	408	88
Surgery	13	4	7	4	20	4
Eye Problems	35	12	24	15	59	13
Hearing Defects	14	5	6	4	20	4
Brain Damage	1	0	0	0	1	0
Emotionally Disturbed	14	5	5	3	19	4
Total Sampled	303		162		465	

POTENTIAL DROPOUT SAMPLE

Table C-7: Subject Liked Most

<u>Subject</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Art	5	3	1	1	6	2
Business Education	5	3	12	14	17	7
English	17	11	16	19	33	14
Foreign Language	0	0	1	1	1	0
Homemaking	0	0	5	6	5	2
Industrial Arts	6	4	0	0	6	2
Mathematics	32	20	15	18	47	19
Music	2	1	3	4	5	2
Physical Education	25	16	10	12	35	14
Science	19	12	9	11	28	11
Social Studies	31	19	13	15	44	18
Vocational Education	14	9	0	0	14	6
Core	3	2	0	0	3	1
Total Sampled	159		85		244	

Table C-8: Subject Liked Least

<u>Subject</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Art	1	1	1	1	2	1
Business Education	6	4	8	10	14	6
English	37	24	10	12	47	20
Foreign Language	7	5	1	1	8	3
Homemaking	0	0	1	1	1	0
Industrial Arts	1	1	0	0	1	0
Mathematics	34	22	19	23	53	22
Music	7	5	1	1	8	3
Physical Education	3	2	4	5	7	3
Science	21	14	17	20	38	16
Social Studies	27	18	21	25	48	20
Vocational Education	4	3	0	0	4	2
Core	5	3	0	0	5	2
Total Sampled	153		83		236	

DROPOUT SAMPLE

Table C-9: Month of Withdrawal

<u>Month</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
January	91	13	59	14	150	13
February	98	14	54	13	152	14
March	109	15	83	20	192	17
April	91	13	45	11	136	12
May	51	7	33	8	84	7
June	2	0	1	0	3	0
July	3	0	2	0	5	0
August	0	0	0	0	0	0
September	15	2	8	2	23	2
October	98	14	46	11	144	13
November	80	11	37	9	117	10
December	77	11	39	10	116	10
Total Sampled	715		407		1,122	

Table C-10: Residing With Parents

<u>Living With</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Both Natural Parents	471	69	246	63	717	67
Mother	151	22	96	24	247	23
Father	19	3	14	4	33	3
Other	54	8	36	9	90	8
Step-Parent	63	9	47	12	110	10
Total Sampled	686		392		1,078	

DROPOUT SAMPLE

Table C-11: Father's Education

<u>Years of Education</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
0-5	9	1	9	3	18	2
6	124	21	79	23	203	21
7	15	2	7	2	22	2
8	22	4	14	4	36	4
9	21	3	9	3	30	3
10	27	4	12	3	39	4
11	20	3	7	2	27	3
12	284	47	170	48	454	48
13	9	1	5	1	14	1
14	17	3	8	2	24	3
15	1	0	1	0	2	0
16	50	8	30	9	80	8
Over 16	3	0	0	0	3	0
Total Sampled	602		351		953	

Table C-12: Mother's Education

<u>Years of Education</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
0-5	2	0	6	2	8	1
6	89	14	51	14	140	14
7	20	3	9	2	29	3
8	20	3	24	7	44	4
9	22	3	13	4	35	4
10	22	3	17	5	39	4
11	31	5	7	2	38	4
12	375	59	210	58	585	59
13	8	1	3	1	11	1
14	13	2	5	1	18	2
15	2	0	3	1	5	1
16	28	4	17	5	45	5
Over 16	1	0	0	0	1	0
Total Sampled	633		365		998	

DROPOUT SAMPLE

Table C-13: Father's Occupation

<u>Type of Work</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Not Working, Unknown	111	17	58	15	169	16
Administrative, Managerial	77	12	29	8	106	10
Professional, Technical	63	10	33	9	96	9
Sales	38	6	14	4	52	5
Clerical	15	2	18	5	33	3
Skilled	222	34	155	41	377	36
Semi-Skilled	62	9	25	7	87	8
Unskilled	72	11	46	12	118	11
Total Sampled	660		378		1,038	

Table C-14: Mother's Occupation

<u>Type of Work</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Not Working, Unknown	444	63	236	59	680	62
Administrative, Managerial	11	2	7	2	18	2
Professional, Technical	20	3	19	5	39	4
Sales	23	3	10	3	33	3
Clerical	100	14	55	14	155	14
Skilled	23	3	20	5	43	4
Semi-Skilled	15	2	8	2	23	2
Unskilled	68	10	45	11	113	10
Total Sampled	704		400		1,104	

DROPOUT SAMPLE

Table C-15: Marital Status

<u>Status</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Single	75	95	47	72	122	84
Married	4	5	18	27	22	15
Divorced	0	0	1	1	1	1
Total Sampled	79		66		145	

Table C-16: Number of Children

<u>Distribution</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
None	78	99	56	85	134	92
One	1	1	10	15	11	8
Total Sampled	79		66		145	

Table C-17: How Many People Live In Your Household?

<u>Enumeration</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
1 person	0	0	0	0	0	0
2 persons	5	6	7	11	12	8
3 persons	18	23	9	14	27	18
4 persons	18	23	10	15	28	20
5 persons	12	15	17	25	30	21
6 persons	12	15	7	11	19	13
7 persons	6	8	2	3	8	5
8 persons	1	1	5	8	6	4
9 persons	3	4	2	3	5	3
10 or more	4	5	7	11	11	8
Total Sampled	79		66		145	

DROPOUT SAMPLE

Table C-18: Do You Think Additional Schooling Would Help You On Your Present Job?

<u>Response</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Not Employed	32	40	48	72	80	55
Yes	21	27	7	11	28	19
No	24	30	11	17	35	24
Do Not Know	2	3	0	0	2	1
Total Sampled	79		66		145	

Table C-19: Is There Other Income In Your Household?

<u>Response</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
Yes	61	76	21	32	82	56
No	1	1	0	0	1	1
Total Sampled	79		66		145	

Table C-20: How Many People Do You Have Depending On You For Support?

<u>No. of Dependents</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
0 persons	74	93	66	100	140	97
1 person	5	7	0	0	5	3
Total Sampled	79		66		145	

DROPOUT SAMPLE

Table C-21: Do You Have Older Siblings? If So, Did Any Not Graduate From High School?

<u>Sibling Education Level</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No response	0	0	1	1	1	1
No older siblings	34	43	17	26	51	35
Older siblings still in school or graduated	22	28	23	35	45	31
One or more siblings did not graduate from high school	23	29	25	38	48	33
Total Sampled	79		66		145	

Table C-22: Subject Liked Most

<u>Subject</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No response	0	0	3	5	3	2
Art	1	0	6	9	7	5
Business Education	5	6	12	18	17	12
English	11	14	12	18	23	16
Foreign Language	1	1	4	6	5	3
Homemaking	0	0	5	8	5	3
Industrial Arts	2	3	1	1	3	2
Mathematics	18	23	9	15	27	19
Music	1	1	0	0	1	1
Physical Education	7	9	1	1	8	5
Science	9	11	2	3	11	8
Social Studies	14	18	10	15	24	16
Vocational Education	10	13	1	1	11	8
Core	0	0	0	0	0	0
Total Sampled	79		66		145	

DROPOUT SAMPLE

Table C-23: Subject Liked Least

<u>Subject</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No Response	4	5	3	5	7	5
Art	0	0	1	1	1	1
Business Education	4	5	8	12	12	8
English	27	34	6	9	33	22
Foreign Language	4	5	1	1	5	3
Homemaking	0	0	3	5	3	2
Industrial Arts	0	0	0	0	0	0
Mathematics	7	9	18	27	25	17
Music	1	1	0	0	1	1
Physical Education	1	1	4	6	5	3
Science	19	24	9	14	28	19
Social Studies	10	13	13	20	23	16
Vocational Education	2	3	0	0	2	1
Core	0	0	0	0	0	0
Total Sampled	79		66		145	

Table C-24: Health Notations

<u>Type of Disability</u>	<u>Males</u>		<u>Females</u>		<u>Combined</u>	
	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>	<u>Number</u>	<u>Percent</u>
No Notations	325	46	162	40	487	44
Chronic Minor Complaints	351	50	229	56	580	52
Surgery	6	1	6	1	12	1
Eye Problems	30	4	32	8	62	6
Hearing Defects	3	0	2	0	5	0
Brain Damage	2	0	0	0	2	0
Emotionally Disturbed	20	3	12	3	32	3
Total Sampled	705		407		1,112	

APPENDIX D

FORMS

Spring 1966

Operation DIRE, Prince George's County Public Schools

SCHOOL RECORDS SOURCE SHEET

Pupil name _____; Address _____; Phone _____;
1-2 School code _____; 3-5 Identification no. _____; 6 Sex _____; 7-8 Grade
leaving _____; 9-10 Year leaving _____; 11-12 Age leaving _____; 13-14 Annual
Average days absent _____; 15-16 Number of years in system _____;
17 Elementary grades failed _____.

Secondary Schools

18-19 Art _____
20-21 Bus. Ed. _____
22-23 English _____
24-25 Fore. Lang. _____
26-27 Homemaking _____
28-29 Ind. Arts _____

30-31 Math. _____
32-33 Music _____
34-35 Phys. Ed. _____
36-37 Science _____
38-39 Social Studies _____
40-41 Voc. Ed. _____
42-43 Core _____

44-45 I.Q. Verbal % _____; 46-47 I.Q. Non-verbal % _____; 48-49 Reading
Compr. % _____; 50-51 Arith. Concepts % _____; 52-53 Arith. Prob. % _____;
54-55 Living with _____; 56-57 Father's Educ. _____; 58-59 Mother's
Educ. _____; 60 Father's Occup. _____; 61 Mother's Occup. _____; 62-24 Health
Notations _____; 65 School Activities _____; 66 Siblings _____;
67-68 Curriculum _____; 69 Transfers _____; 80 S _____.

KEY TO CODES FOR SCHOOL RECORDS SOURCE SHEET

6. Sex
(1) Male (2) Female
17. Grades failed
(0) No Failure
(1) Grades 1-3 once
(2) Grades 1-3 twice or more
(3) Grades 4-6 once
(4) Grades 4-6 twice or more
(5) Grades 1-3 and 4-6, once each
(6) Grades 1-3 once, 4-6 twice or more
(7) Grades 1-3 twice or more, 4-6 once
(8) Grades 1-3 and 4-6 each twice or more
(9) No information
- 18-43. Secondary Subjects
Two digits each subject
First digit:
(0) If did not take subject
(1) If took subject
Second digit:
(0) If did not fail in any high school course in subject
(1) If failed in one or more courses in subject
- 54-55. Living with
(1) Both natural parents
(2) Mother
(3) Father
(4) Other
(5) Step-parent
- 60-61. Occupation of Parents
(0) Not working or no information
(1) Administrative-Managerial
(2) Professional-Technical
(3) Sales
(4) Clerical
(5) Skilled
(6) Semi-skilled
(7) Unskilled
(8) Farmer
(9) Deceased
- 62-64. Health Notations
(Item 9. Health Progress Record)
(0) No notations
(1) Chronic minor complaints
(2) Surgery
(3) Eye Problems
(4) Hearing defects
(5) Brain damage
(6) Emotionally disturbed
65. School Activities
(0) No information
(1) Record indicates low level or no participation
(2) Indication of activity but negative
(3) Some, but minor interests and activities positive
(4) Considerable evidence of Positive activity
- 67-68. Curriculum
(0) No information
(1) Academic
(2) General
(3) Commercial
(4) Vocational
(5) Academic to General
(6) Academic to Commercial
(7) Academic to Vocational
(8) General to Academic
(9) General to Commercial
(10) General to Vocational
(11) Commercial to Academic
(12) Commercial to General
(13) Commercial to Vocational
(14) Vocational to Academic
(15) Vocational to General
(16) Vocational to Commercial
(17) More than two changes
69. Transfers, Past Year
(0) No transfers
(1) Within district
(2) Into district
(3) Previous years

Board of Education of Prince George's County

WILLIAM S. SCHMIDT, SECRETARY-TREASURER
SUPERINTENDENT OF SCHOOLS

Upper Marlboro, Maryland

TELEPHONE: 627-4800

THOS. S. GWYNN, JR.
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MRS. LOUISE D. YUILL

MEMORANDUM

To: Principals of Secondary Schools

From: Project DIRE Staff

Please pull records of students who, in the judgment of your guidance staff, have a high potential for dropping out. These records will be reviewed by our psychologist-interviewers on _____ and a convenient time arranged for interviews, at the earliest possible date.

The following items are to be considered in identifying potential dropouts.

1. Old for age group (over 2 years)
2. One year or more grade retardation
3. Little or no interest in school work
4. School marks predominantly below average
5. Reading disability - two years or more below grade level
6. Inability to adjust to school environment
7. Chronic absenteeism (20 days or more per year)
8. Resents school controls and/or authority

Spring 1966

Operation DIRE, Prince George's County Public Schools

INTERVIEW RECORD

Pupil Name _____; Address _____; Phone _____

1-2 School Code _____; 3-5 Identification No. _____; 6 Sex _____

7-12. Basis for selection: (0) Old for age group (over 2 years), (1) One year or more grade retardation, (2) Little or no interest in school work, (3) School marks predominantly below average, (4) Reading disability (2 years or more below grade level), (5) Inability to adjust to school environment, (6) Chronic absenteeism (20 days or more per year), (7) Resents school controls and/or authority _____

13-16. Attitudes toward school: (0) Does not like school, (1) Trouble with school personnel, (2) Trouble with classmates, etc., (3) Courses offered do not meet my needs _____

17-18. What subject do you like most in school? _____

19-20. What subject do you like least in school? _____

21-26. What areas do you feel you are having difficulty with: (0) Failing, (1) Grade retardation, (2) Reading disability, (3) Absenteeism, (4) Disciplinary, (5) No interest _____

27. If you could get the kind of courses you wanted, what would they be: (0) Not interested, (1) College preparation, (2) Clerical training, (3) Secretarial, (4) Vocational, (5) Homemaking, (6) General (7) Other _____

28. If you had a choice, which would you prefer, full-time day school, part-time evening, or co-op program ($\frac{1}{2}$ work, $\frac{1}{2}$ study): (0) Not interested, (1) Full-time, (2) Part-time, (3) Co-op _____

29. Do you feel a high school diploma is important: (0) Not important (1) Necessary, (2) Very important _____

30. Do you plan on finishing school: (0) Yes, (1) No _____

31-33. Parental attitudes: (0) Parents would like him/her to finish, (1) Mother doesn't care, (2) Father doesn't care, (3) Under much pressure, (4) Little or no supervision _____

34. Do you have brothers and sisters? If so, how many? _____

35. Are any of these older than you are? If so, have any of them quit school? (0) No older brothers or sisters, (1) Older brothers(s) and/or sisters(s) still in school or graduated, (2) At least one brother or sisters left school before graduation _____

36. Do you feel you are getting enough help from any member of the school staff: (0) No one, (1) Principal, (2) Guidance counselor (3) Teacher, (4) Coach, (5) More than one of these, (6) Other _____
37. Do you have a job now? What kind of a job? (0) Unskilled, (1) Skilled, (2) Secretarial, (3) Clerical, (4) Sales . _____
- 38-42. What do you do in your leisure time? _____

Key to Codes for Interview Record

- | | |
|---|--|
| <p>6. <u>Sex</u></p> <p>(1) Male</p> <p>(2) Female</p> | <p>38-42. <u>Leisure Time</u></p> <p>(0) Read</p> <p>(1) Watch TV</p> <p>(2) Movies</p> <p>(3) Dances</p> <p>(4) Concerts</p> <p>(5) Sports</p> <p>(6) Other</p> |
| <p>17-20. <u>Secondary Subjects</u></p> <p>(0) Art</p> <p>(1) Bus. Ed.</p> <p>(2) English</p> <p>(3) Foreign Lang.</p> <p>(4) Homemaking</p> <p>(5) Ind. Arts</p> <p>(6) Math</p> <p>(7) Music</p> <p>(8) Phys. Ed.</p> <p>(9) Science</p> <p>(10) Social Studies</p> <p>(11) Vocational Ed.</p> <p>(12) Core</p> | |

Summer, 1966

OPERATION DIRE, PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

INTERVIEW RECORD

Name _____; Address _____

Phone _____

1-2 School Code _____; 3-5 Identification No. _____; 6 Sex _____; 7 Marital Status _____;

8 Number of children _____; 9-10 Occupation _____; 11 Salary _____;

12. Do you now live with your mother or father or with someone else? (1) Mother and/or father, (2) Other relative, not husband or wife, (3) Husband or wife, no other adults, (4) Husband or wife, and other adults, (5) Alone, (6) Group quarters, (7) No response _____

13. How many people live in your household? _____

14. Is your salary adequate for your present needs? (1) Yes, (2) No, (3) Don't know, (4) No response _____

15. Is there other income in your household? (1) Yes, (2) No _____

16. How many people do you have depending on you for support? _____

17. How do you like your job? (1) Very well, (2) O.K., (3) Don't know, (4) Dislike, (5) Strongly dislike, (6) No response _____

18. How did you first hear of your present job? (1) Friend, (2) Relative, (3) Newspaper ad, (4) US or State employment agency, (5) Private employment agency, (6) Other (Specify), (7) No response _____

19. Do you think what you learned in school has helped you in your present employment? (1) Yes, very much, (2) Yes, a little, (3) Don't know, (4) No, (5) No response _____

20. Do you think additional schooling would help you on your present job? (1) Yes, (2) No, (3) Don't know _____

21-25. Reason for leaving school: (1) Did not like school, (2) Trouble with school personnel, (3) Trouble with classmates, etc., (4) Courses offered did not meet my needs, (5) Illness, (6) Failure, (7) Lack of money, (8) Found a job, (9) Family problems, (10) Other _____

26. Did you discuss your plans to leave school before graduation with any member of the school staff? If so, with whom? (1) No one, (2) Principal, (3) Guidance Counselor, (4) Teacher, (5) Coach, (6) More than one of these, (7) Other _____

27. Did you discuss your plans to quit school with anyone at home? If so, with whom? (1) No one, (2) Parents, (3) Brother or sister, (4) Friends, (5) Relative, (6) More than one of these, (7) Other _____

28. Who was most influential in your deciding to leave school when you did? (1) No one, (2) Parents, (3) Brother or sister, (4) Friends, (5) Relative, (6) More than one of these, (7) School personnel, (8) Other _____

29. Did anybody discourage you in your decision not to finish school? (1) No one,
(2) Family, (3) Friends, (4) School personnel, (5) Other,
(6) Combination
- 30-31. Do you have brothers and sisters older than you are? If so, have any of them
quit school? (1) No older brothers or sisters, (2) Older brother(s) and/or
sisters(s) still in school or graduated, (3) at least one brother or sister
left school before graduation
- 32-33. What subject did you like most in school?
- 34-35. What subject did you like least in school?
36. If you had the opportunity would you like to continue your education? If so, what
kind of courses would you prefer? (1) Not interested, (2) College preparation,
(3) Clerical training, (4) Secretarial, (5) Vocational, (6) Homemaking,
(7) General, (8) Other
37. If you were to go back to school, which would you prefer, full-time day school,
part-time evening, or co-op program (1/2 work, 1/2 study)? (1) Not interested,
(2) Full-time, (3) Part-time, (4) Co-op

Key to Codes for Interview Record

- | | |
|---|--|
| <p>6. <u>Sex</u>
(1) Male
(2) Female</p> <p>7. <u>Marital Status</u>
(1) Single
(2) Married
(3) Widowed
(4) Divorced</p> <p>9-10. <u>Occupation</u>
(1) Professional, Technical
(2) Manager, Officials, and
Proprietors
(3) Clerical
(4) Sales Workers
(5) Craftsmen, Foremen
(6) Operatives
(7) Private Household Workers
(8) Service Workers
(9) Laborers
(10) Military Service
(11) Farming
(12) Unemployed - seeking work
(13) Not employed or housewife -
not seeking work</p> | <p>11. <u>Salary</u>
(1) Less than \$200 per month
(2) \$200-\$300 per month
(3) \$300-\$400 per month
(4) \$400-\$500 per month
(5) Over \$500</p> <p>32-33 School subject codes:
& (1) Art
34-35. (2) Business education
(3) English
(4) Foreign Language
(5) Homemaking
(6) Industrial Arts
(7) Mathematics
(8) Music
(9) Physical education
(10) Science
(11) Social studies
(12) Vocational education
(13) Core</p> |
|---|--|